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ABSTRACT

To investigate the role and future prospects of magazine use in secondary education, a questionnaire was given to junior and senior high school teachers. Some 1,200 of the teachers in 20 out of 44 designated metropolitan areas answered questions about their classroom use of magazines as well as other media. About 70% of all the respondents used magazines in their teaching. Magazines exceeded all other mass media--newspapers, television, films, charts or maps, books, records and tapes--as a teaching supplement. Teachers used the magazines for discussion, encouragement of reading, displays or project resources, homework, individualized work and free time activities. The kinds of magazines favored were related to the teachers' subject areas. Teachers' conceptions of the ideal magazine were not far afield from the currently available periodicals. (KB)

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THE MAGAZINE MEDIUM

IN

SECONDARY SCHOOL EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CHAPTER I

DESIGN OF STUDY

A. QUESTIONS, PROBLEMS AND CHALLENGES

> The National Education Association recognizes that learning takes place within the individual and is evidenced by changes in behavior. In their personal contacts with students, teachers are concerned that each student be provided with those experiences which will enable him to develop his intellectual capacity and skill to their fullest extent. To this end the Association encourages teachers to use the newer media of communication - audiovisual materials, broadcast and closed-circuit television, radio, programmed instruction, and other technological developments - whenever they can be employed effectively to achieve the objectives of classroom and individual instruction.
>
> Resolution of the National Education Association
> Passed at Denver Convention, 1962

If the National Education Association's resolution is being followed by today's teachers and they have increased the use of the so-called "newer media of communication" - then one of the major questions and concerns for those in magazine publishing is: - What has happened to the use of the "older media of communication" (magazines, newspapers and supplementary books) in our schools today?

In response to this question, given the lack of suitably available material, the Magazine Publishers Association commissioned the Scholastic Research Center to conduct a comprehensive study on the use of all educational media - with special emphasis on magazines - in secondary schools in the United States.

As only one among a number of possibly competitive or complementary forms of instructional media, the role and future prospects of magazines were studied most realistically, against a comparative backdrop, which included: magazines, newspapers, television, films and film strips, charts and maps, books, records and tapes.

Generally speaking, the central purpose of this study was to investigate the different ways, when and by whom, the various types of mass media were used. Throughout the study, special emphasis was placed upon the uses of magazines.

Another major area of study was to determine what educators look for, and feel is necessary, to make magazines as a medium, and individual magazines, specifically, more suitable for educational purposes.

In this study we have attempted to answer and gain additional insights into many of the following questions and problems involving the use of media in the schools:

QUESTIONS AND PROBLEMS PERTAINING TO ALL TYPES OF MEDIA

- What part have media played in trying to overcome some of the vital educational problems in the United States today? This includes such problems as: the slow learner; the under-achiever; poor readers; the exceptionally bright; and students from disadvantaged homes.

- What type(s) of student profits the most from the use of mass media?

- Which form(s) of mass media seems to offer the greatest benefit to students?

- How are mass media utilized in schools: frequency of use; type of media used; where used; under what conditions; and reason for use?

QUESTIONS AND PROBLEMS PERTAINING TO MAGAZINES

- What directions are magazines taking in American education? Is their use increasing or decreasing? Are certain types of magazines doing better than others in our schools?

- How can magazines better meet the needs and desires of today's educators?

- What types of magazines can best serve the different needs of different educators?

- What do the educators who presently use magazines in school find about magazines that make them more suitable for their use than other types of media which they have rejected?

- How can magazine publishers better market and distribute their product to more satisfactorily meet the needs and criteria set forth by educators?

- How do different types of magazines fit into today's varied and complex curricula?

Insights into these and sundry complex questions and problems of interest to all those concerned with educational media, will be discussed in detail in the main body of this report.

B. METHOD

The present study made use of a sampling method which was designed to represent approximately 75 percent of the secondary schools. To accomplish this, twenty-four (24) metropolitan areas, with populations in excess of 100,000 were selected. It was felt that a probability sample that would be representative of all of the educational institutions in the United States was inefficient for realizing the aims of this survey.

Zip Codes were used as a means of assuring selection of schools in different sections of each metropolitan area.

Within each metropolitan area, four schools were selected - three senior high schools from each area, one junior high school from each of 12 of these areas, and one parochial senior high school from each of eight of these areas.

A letter, signed by Robert E. Kenyon, Jr., Executive Vice President of the Magazine Publishers Association, on MPA letter head, was sent to the principal of each of the schools selected in advance of the dropping off of the questionnaire. This letter explained the nature of the study and asked for their cooperation.

During the Spring of 1969, representatives of our interviewing staff called on each of the selected schools asking permission to place the questionnaire in the teachers' school mailboxes. The teachers were then asked, by means of an accompanying letter, to complete the questionnaires and return them to a central collection point in their school.

Many of our representatives encountered numerous difficulties in

obtaining permission to conduct the survey in the schools. Depending on the school district, it was necessary to receive permission from different levels of authority, varying from the individual school principal to the superintendent of schools or the school board. In four of the areas selected the representatives were not able to obtain the necessary permission.

Due to the extreme length and the detail asked for in the questionnaire, the material was divided into two separate questionnaires, with some material common to both parts. Half of the teachers received Form A, while the remainder received Form B. All of the teachers received a supplement which was to be used with either form.

Through the sustained efforts of our field representatives we received completed interviews from more than 1,200 teachers in 20 out of our 24 originally designated areas. The returns were from the following 18 states:

California	Indiana	Ohio
Colorado	Louisiana	Pennsylvania
Connecticut	Missouri	Tennessee
Florida	New Jersey	Texas
Georgia	New York	Washington
Illinois	North Carolina	Wisconsin

C. SAMPLE COMPOSITION

Teachers in the study sample taught in two types of schools - 94 percent in public secondary schools and the remaining 6 percent in either private or parochial secondary schools.

11 percent of teachers surveyed taught in Junior High Schools, 73 percent in High Schools and 12 percent in Junior-Senior High Schools. Another 4 percent taught in schools that had various other grades.

The overwhelming majority of returns were from teachers who taught in co-educational institutions (92 percent). Five percent taught in all-boy schools and 2 percent in all-girl schools.

Ninety-seven percent of returns were from academically-oriented schools, while 3 percent were from vocational or technical schools.

Different size schools were represented in our sample. Two percent had student enrollments less than 500; 14 percent had enrollments between 500 and 1,000; 22 percent had enrollments between 1,000 and 2,000; and the remaining 22 percent had enrollments greater than 2,000.

With regard to the schools themselves, 66 percent were located in urban or inner-city areas, while the remaining 34 percent were located in suburban communities.

Teachers in the sample taught the following grade levels:

Grades	%
7-9	39
10-12	75

Teachers in the sample taught the following subjects: *

Subjects	%	Subjects	%
English, Journalism, Speech	33	Home Economics	4
Social Studies	26	Commercial, Business	3
Science	16	Physical Education, Health	3
Foreign Language	9	Remedial Reading	3
Mathematics	8	Industrial Arts	2
Music, Art, Drama	6	All Others	3

*Multiple Answers - Teachers teaching more than one subject.

Most of the teachers sampled were experienced educators. Only 8 percent were teaching for the first year. Twenty-six percent had taught 2 to 5 years, while another 25 percent had taught 6 to 10 years. Sixteen percent had taught 11 to 15 years, and the remaining 25 percent had taught for more than 16 years.

Half of the teachers in our sample were between the ages of 30 and 50. Thirty-four percent were under the age of 30, while only 16 percent were over the age of 50.

Women represent 52% of the teachers.

CHAPTER II

THE MAGAZINE MEDIUM

Magazines are a mature, established medium in the educational context. Despite this fact, little documentation is available on the role they play in today's Junior and Senior high schools. In this section, magazines are discussed as a general form of instructional material in secondary schools. The issues of concern are the acceptance of the medium and its adaptation -- in terms of direction and pace -- to the changing educational scene. Findings concerning incidence of use for the magazine medium do not apply uniformly to special classes of magazines; for this reason, parallel information is presented in the section, "Magazine Types."

INCIDENCE

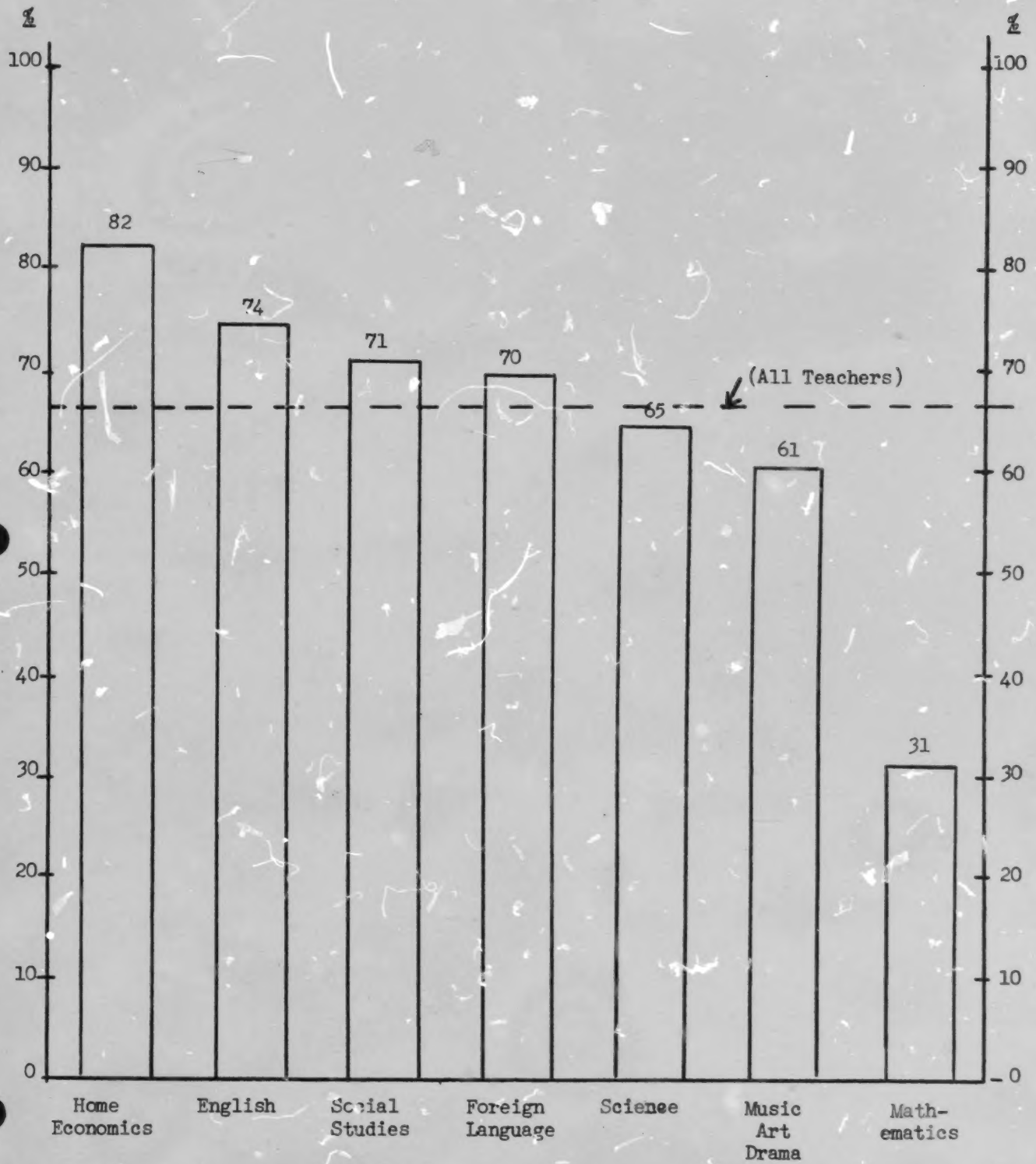
Reports of the vitality of magazines as an educational medium in the secondary schools have been greatly understated. About 70 percent of all teachers use magazines as teaching aids or supplements. The majority of teachers, regardless of subject offered, use magazines for instructional purposes (exception: mathematics teachers, 31 percent). Home economics (82 percent) and English teachers (74 percent) are most likely to make use of magazines. However, the differential use of magazines for selected subjects may reflect the availabilities of magazines with subject-related content.

Variations in grade levels taught do not greatly affect the proportions of teachers using magazines. In each grade level, more than three-fifths use magazines, and the maximum difference between any two grades is only about 6 percent.

CHART 1

USE OF MAGAZINES FOR PARTICULAR SUBJECTS

(AMONG ALL MAGAZINE USERS)



The penetration of magazine use among teachers is impressively high and widespread through subjects and grades.

Looking further at teachers' characteristics, similar results obtain. Magazines are used by most teachers, regardless of the number of years they have worked at their profession. Use is at its peak among those who have been teaching for two to ten years - among those in the 30 to 39 age bracket.

Younger teachers, in principle more receptive to innovations, are the most receptive to the longstanding magazine medium. This observation is further supported by the higher incidence of use reported by teachers who are more progressive in their teaching philosophies.

For example, magazine users represent 70 percent of teachers who believe "Your teaching program should be flexibly scheduled based on your pupils' interests and abilities." In contrast, magazine users represent 54 percent of teachers who hold the opposed view that "Your teaching program should be scheduled by you in standard allotments of time."

Younger and more progressive teachers are more likely to adopt magazines as an educational medium.

Teachers who are better qualified (i.e., holders of regular teaching certificates) depend upon magazines with a higher incidence. This greater reliance upon magazines also extends to teachers in moderate to large sized public co-educational schools. In non-public schools, the penetration of magazines among teachers is 41 percent. In schools which do not offer co-educational instruction, the figure is 39 percent. About half of the

teachers in schools enrolling less than 1,000 students, use magazines.

Incidence of magazine use is greatest among teachers who are most representative of their profession and whose teaching setting is also the dominant type in American education.

Teachers in academic as well as technical/vocational schools are uniformly high in magazine use. The same holds for urban and suburban-based teachers. Junior and junior-senior high school teachers, with about three-fourths usage incidence are foremost in this respect among secondary school teachers.

REGULARITY

Regular use of magazines among teachers who use the medium for instruction was defined in the study as "in-class use of all or nearly all issues of a periodical." With this stringent criterion, 35 percent of teachers are classified as regular users. There is no necessary connection between incidence of use and regularity of use. For example, home economics teachers have a high proportion of regular users (about half) and a high incidence of use, while music/art/drama teachers also have about 50 percent regular users but a relatively lower incidence of use. Regularity of use is lowest among science teachers (24 percent) and mathematics teachers (9 percent). Grade level has no effect of the regularity of magazine use.

The peak for regularity of use is reached in the third and fourth years in which teachers use magazines (about 50 percent), after which there

is a plateau - about a third beyond the fourth year are regular users. Teachers who are progressive in their teaching philosophies are only slightly more inclined to use magazines regularly.

METHODS

What do teachers do with the magazines of which they make such abundant use? The principal use (85 percent) is for classroom discussion. This use is most frequent for teachers of all subjects, whether at the high school level or below. A secondary use - encouragement of student reading - also tends to be important for all levels and types of teachers (76 percent).

The key uses of the magazine medium tend to promote active involvement of students with the educational process.

Magazines are used for display material and for class projects by well over half of users. Home economics and music/art/drama teachers are more frequently involved in these applications than are teachers of other subjects. In general, magazines are used for class projects more frequently at the high school level and for display material more frequently at the junior high school level. Other uses of magazines cited by more than two-fifths of teachers are: homework, at-seat individual work and for student free time.

Magazines are highly flexible as an educational medium, indexed by the multiplicity of uses to which they are put. Aside from the key uses

of class instruction and the encouragement of reading, uses are highly specific to the subject and level.

PURPOSES

Specific uses of media are directed toward various educational goals. To achieve these ends many teachers have cited reasons for using magazines over other types of teaching aids or supplements intended for in-class use by students.

The close tie between magazine content and the present curriculum is apparent in the responses of teachers. Magazines extend the curriculum coverage up to the contemporary; this fact is among the key reasons volunteered for using magazines (27 percent). Livening up the curriculum is another goal apparently realized through the use of this medium. A little over a fourth of teachers opt for magazines because they contain provocative and stimulating subjects.

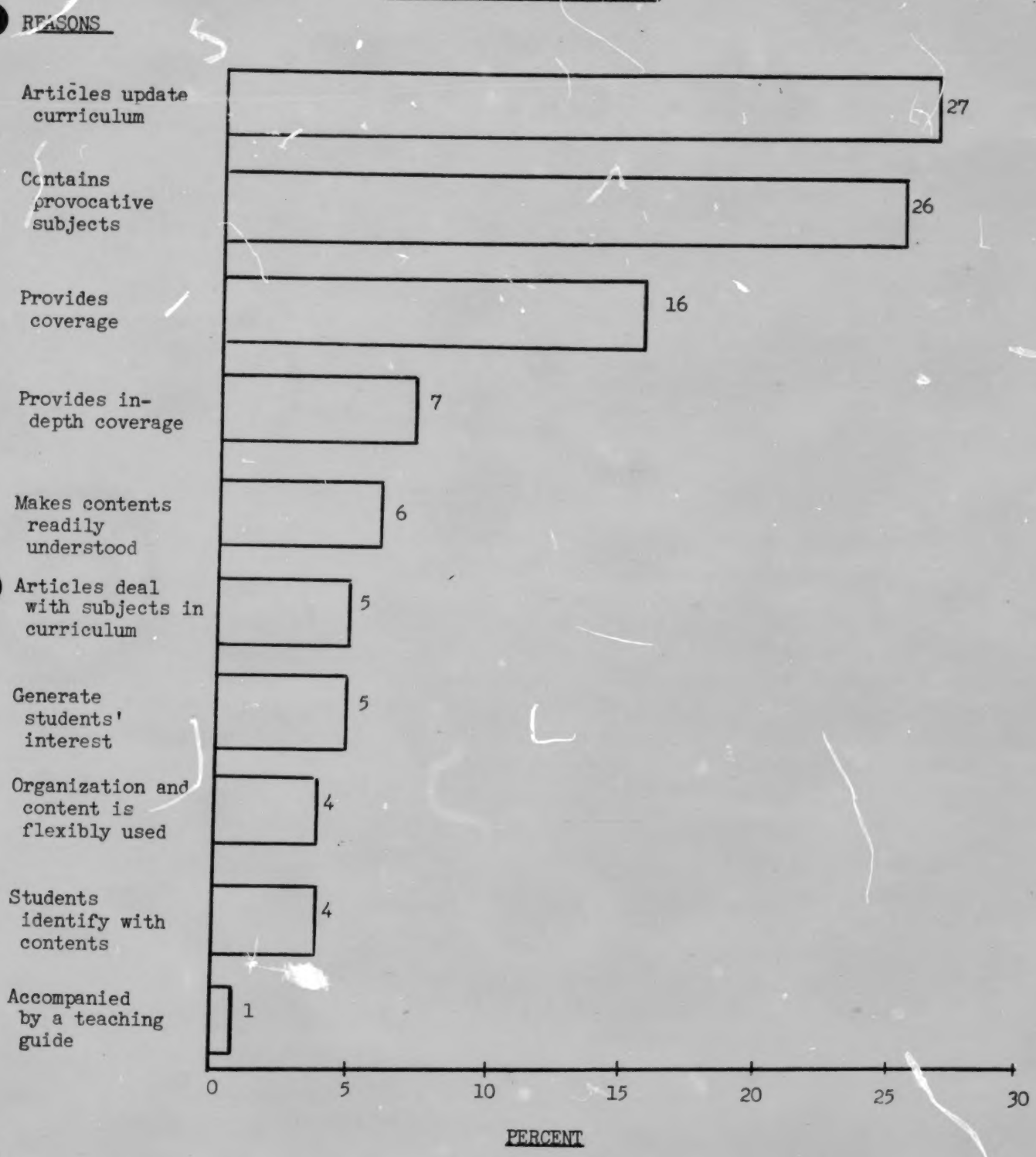
The medium is considered outstanding because the features are wide-ranging and are not superficially treated. Intensive learning is possible with magazines and 16 percent prefer the coverage of subjects not dealt with elsewhere, while an additional 7 percent desire the in-depth coverage they offer.

Adoption and use of magazines are facilitated to a lesser extent by the receptivity of students to the medium. That students readily understand, show interest in, and identify with magazines are suggested as the most

CHART 2

REASONS FOR USING MAGAZINES

(AMONG ALL MAGAZINE USERS)



important reasons by from 4 to 6 percent for each reason. Also of some relevance to the use of the medium are its organization and flexibility of content (4 percent), its sometimes accompaniment by a teaching guide (1 percent) and its features for evaluating students (less than .005).

The key reasons for the use of magazines as a preferred educational medium concern themselves with the material that is covered. Beyond this, advantages are found in the treatment of what is covered, and to a lesser extent, the medium's positive impact on students and the special uses teachers can make of it, in that order.

EFFECTIVENESS

Magazines are a highly effective educational medium, as indexed by levels of satisfaction of teacher-users. Ninety-six percent of such teachers are satisfied, with about three-fifths highly satisfied.

The timeliness of magazines is the most compelling reason for satisfaction levels (26 percent). The periodical issue - the fact that it isn't "canned" is the medium's greatest asset. Other attributes which significantly promote satisfaction are the correlation of content with subjects and the motivation of leisure reading by students. Satisfaction could be higher still if more magazines would provide materials which blend with curriculum requirements. This suggests that editors of magazines should keep abreast of curriculum requirements and developments to more effectively service secondary education. The following table lists the bases of teacher satisfactions with magazines:

TABLE I

MAIN SOURCES OF TEACHER SATISFACTION LEVELS WITH MAGAZINES AS EDUCATIONAL MEDIA

Source	%
Timely	26
Correlates with subject	15
Motivates leisure reading	15
Correlates imperfectly	13
Reaches students	11
Varied content	9
Easy vocabulary	8
Good organization	7
Authentic content	5
Pictorial presentation	5

Including the trait of timeliness, teacher-users most value the content of the individual features. Secondary but strategic sources of satisfactions derive about equally from the favorable impact on students and the highly acceptable mode of presentation of the features.

Another measure of the medium's effectiveness concerns its flexibility as a teaching tool with students with widely differing social and intellectual backgrounds. Two-fifths of teacher-users feel that magazines used in class are of special benefit to students of all cultural backgrounds and 45 percent believe that their magazine(s) are highly beneficial with students of all ability levels. When we add those who feel that magazines

CHART 3

FEATURES DESIRED IN AN IDEAL MAGAZINE

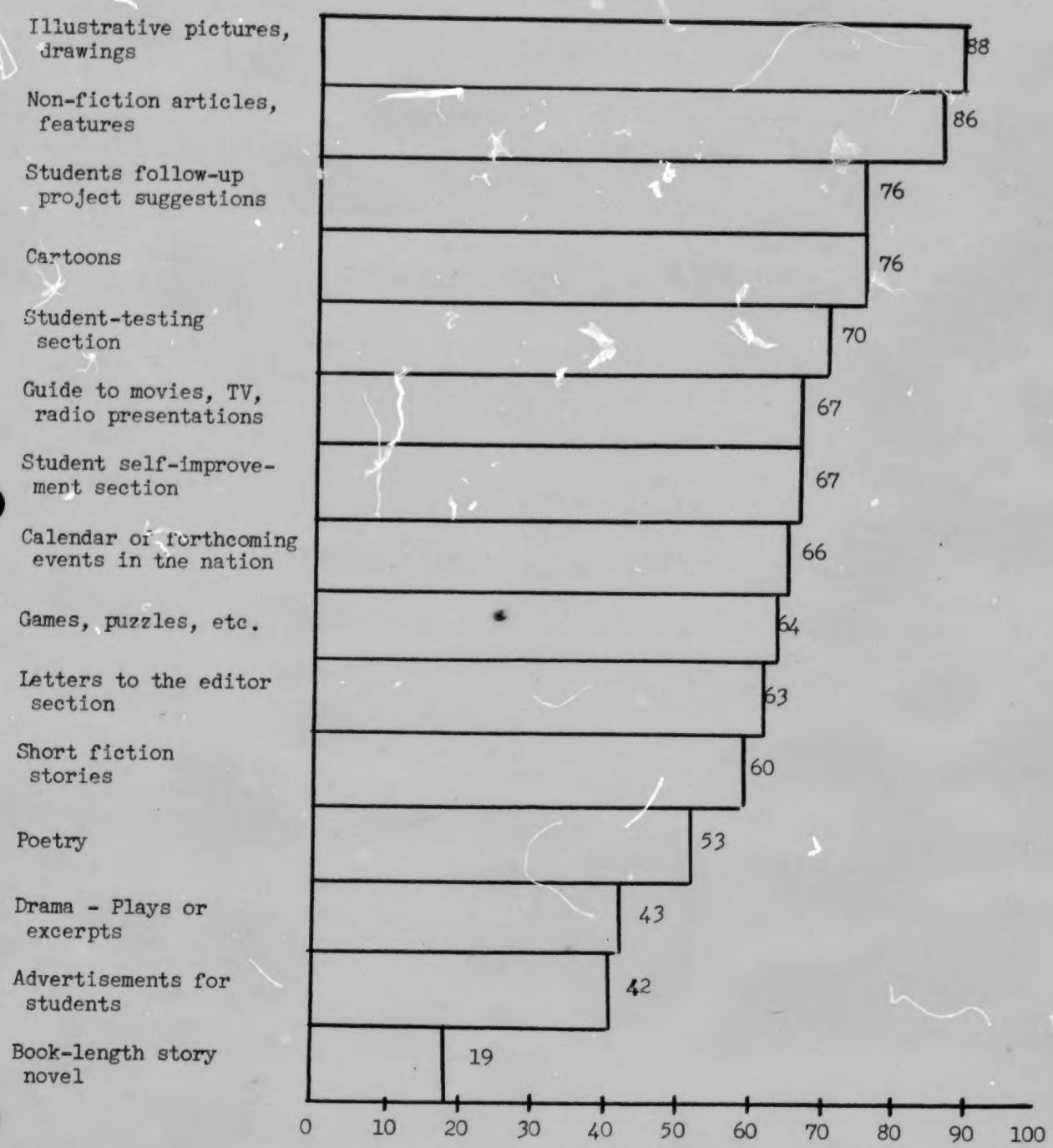
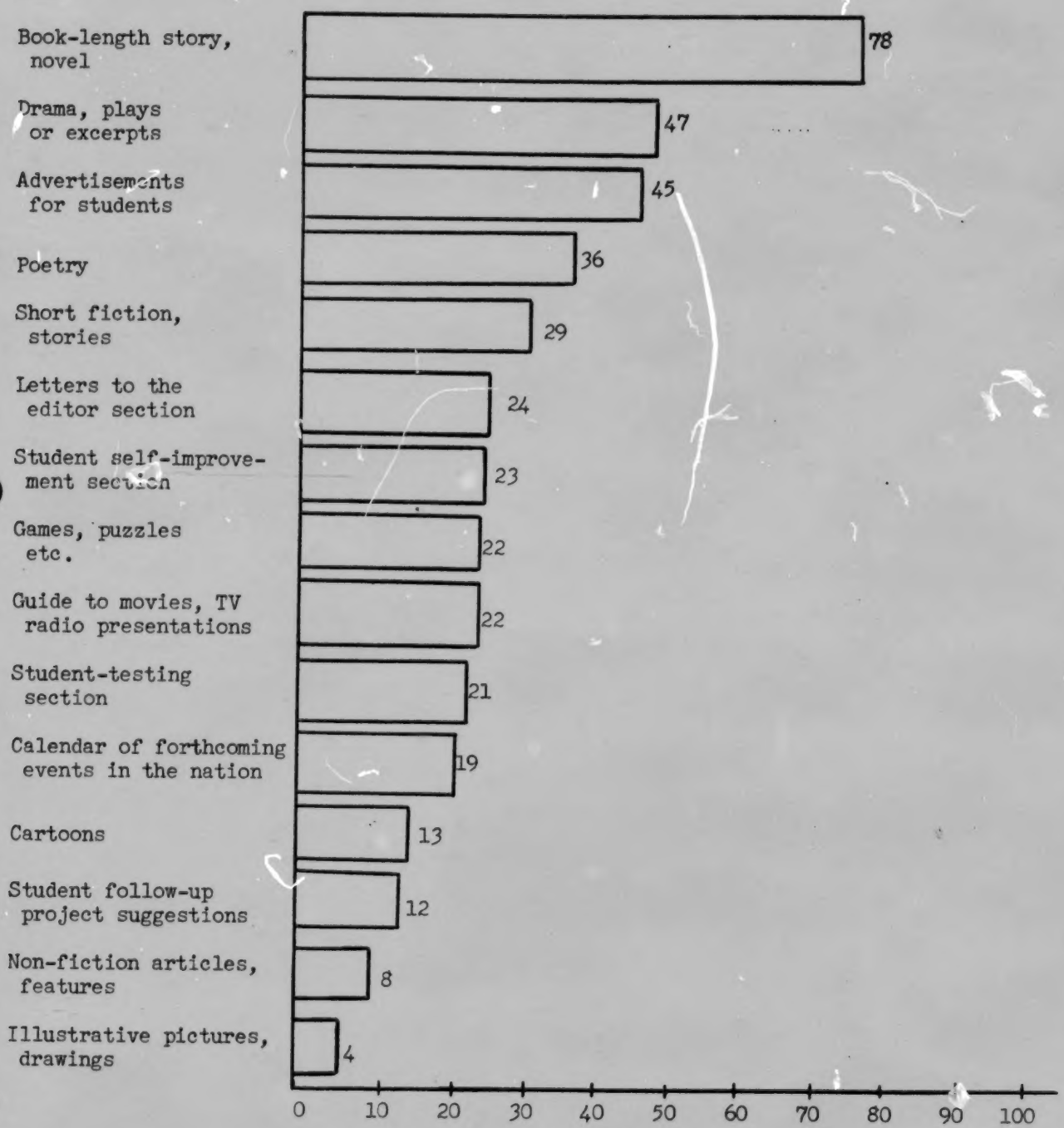


CHART 4

FEATURES NOT DESIRED IN AN IDEAL MAGAZINE



are most useful in instructing the culturally disadvantaged, the proportion climbs to 58 percent - somewhat more than the 51 percent registered for culturally advantaged students. The lack of association in teachers' views between cultural and ability backgrounds may be seen from the fact that almost two-thirds feel their magazine(s) benefit the high ability students, while 55 percent feel that low ability students are adequately reached by the medium.

DESIGNS

Given the high level of satisfaction with magazines as an educational medium, one begins to suspect that teacher conceptions of the ideal magazine are not far afield from reality (i.e., the present fare). Yet, it is unlikely that there is a uniform standard for all magazines and guidelines may be suggested with profit for the industry as a whole.

Teachers want foremost to use with their students a magazine which emphasizes the non-fiction, presumably subject-oriented and is enlivened with pictures, illustrations and drawings (over 83 percent). Such a magazine has a means for student feedback and teacher evaluation; for example, about three-fourths of teachers want student testing and seven-tenths want project suggestions. The majority also desire student self-improvement features. Some specific features considered desirable are cartoons, movie guides, games and puzzles, calendars of national events and letters to the editor. Fictional materials - drama, poetry, stories - which have special relevance to a small set of subjects are considered least desirable.

The ideal magazine for educational purposes emphasizes cognitive materials, provides for student feedback and evaluation, is illustrative and entertaining to the student.

Advance notice of the content of an issue of an ideal magazine is important to about seven in ten teachers. Most prefer such notice within a month of the issue date. A little more than half find a teaching guide valuable; about the same proportion are indifferent to a guide or evaluate it as unimportant.

CHAPTER III

MAGAZINE TYPES

The incidence of use of the magazine medium in secondary schools masks the large variation in the adoption of specific types of magazines. To analyze differences in the use of magazines of given varieties, it is necessary to understand the basis used in this study for classifying magazines.

Two criteria were used in assigning magazines to groupings: (1) the editorial focus and (2) the audience toward which the magazine is directed. For each logical grouping possibility, examples of specific magazines were sought. The final scheme used only those groupings which served to meaningfully assign existing magazines. TABLE II portrays the classification and provides examples of individual magazines.

From the labels for the classification and the nature of the magazines given as examples, one would expect differences which were found in patterns of magazine vehicle adoption within secondary schools. Youth Education Oriented periodicals are used by 44 percent of teachers, General Editorial - Mass, 38 percent; News Weeklies, 32 percent; General Editorial - Class, 20 percent; Female Special Interest, 11 percent. Since certain types of magazines are not intended for all teachers, this section of the report examines the penetration of types within particular segments of the teaching population. In interpreting the results, the fact that some types of magazines represent more, and some less, specific magazines should be taken into account.

TABLE II

CLASSIFICATION OF MAGAZINES

Youth Educ. Oriented	General Editorial Class	News Weeklies	General Editorial Mass	Female Special Interest	Other Special Interest
American Observer	Atlantic Monthly	Business Week	Life	Good Housekeeping	Art News
Artist Junior	Harper's	Newsweek	Look	Ingenue	Consumer Guide
Co-Ed	National Geographic	Time	Readers Digest	McCall's	Ebony
Every Week	New Yorker	U.S. News & World Report		Seventeen	Foreign Affairs
Foreign Language	Holiday			Today's Secretary	Poetry
George A. Pflaum (Catholic Messenger)	Nation				Psychology Today
Journal of Chemical Education	New Republic				Radio TV Experiments
Junior Review					Scientific American
Junior Scholastic					Today's Health
Practical English					TV Guide
Read Magazine					
School Art					
Science World					
Scope					
Senior Scholastic					
Senior Science					
World Week					

INCIDENCE BY TEACHING ACTIVITY

The subject matter taught strongly affects the incidence of magazine type use. The grade level at which the subject is taught appears to make only a slight difference in the adoption process.

Aside from social studies and music/art/drama, Youth Education Oriented magazines are used most frequently by teachers, regardless of their departments. The highest penetration for this type of magazine is among home economics teachers (71 percent). The majority of English and foreign language teachers also make use of magazines in this classification. The foreign language teacher, in particular, is much more likely to be using Youth Education Oriented magazines than other types.

General Editorial - Mass magazines are incorporated into the teaching programs of about two-fifths of teachers of English, social studies, music/art/drama, science and home economics. Music/art/drama teachers are more disposed to use this type of magazine than other kinds.

The primary application of News Weeklies in the educational setting is for social studies courses. A little over half of social studies teachers use News Weeklies as instructional aids. This type of magazine leads all others in incidence of use for social studies; 9 percent more teachers turn to News Weeklies for instructional purposes than to the next leading type (General Editorial - Mass) in the social studies field.

General Editorial - Class, highest incidence of use within subjects hovers at about one-fourth. This level of penetration is found in science,

CHART 5

JOINT EFFECT OF GRADE AND SUBJECT TAUGHT
ON USE OF MAGAZINES:

Users of General Editorial - Class Magazines

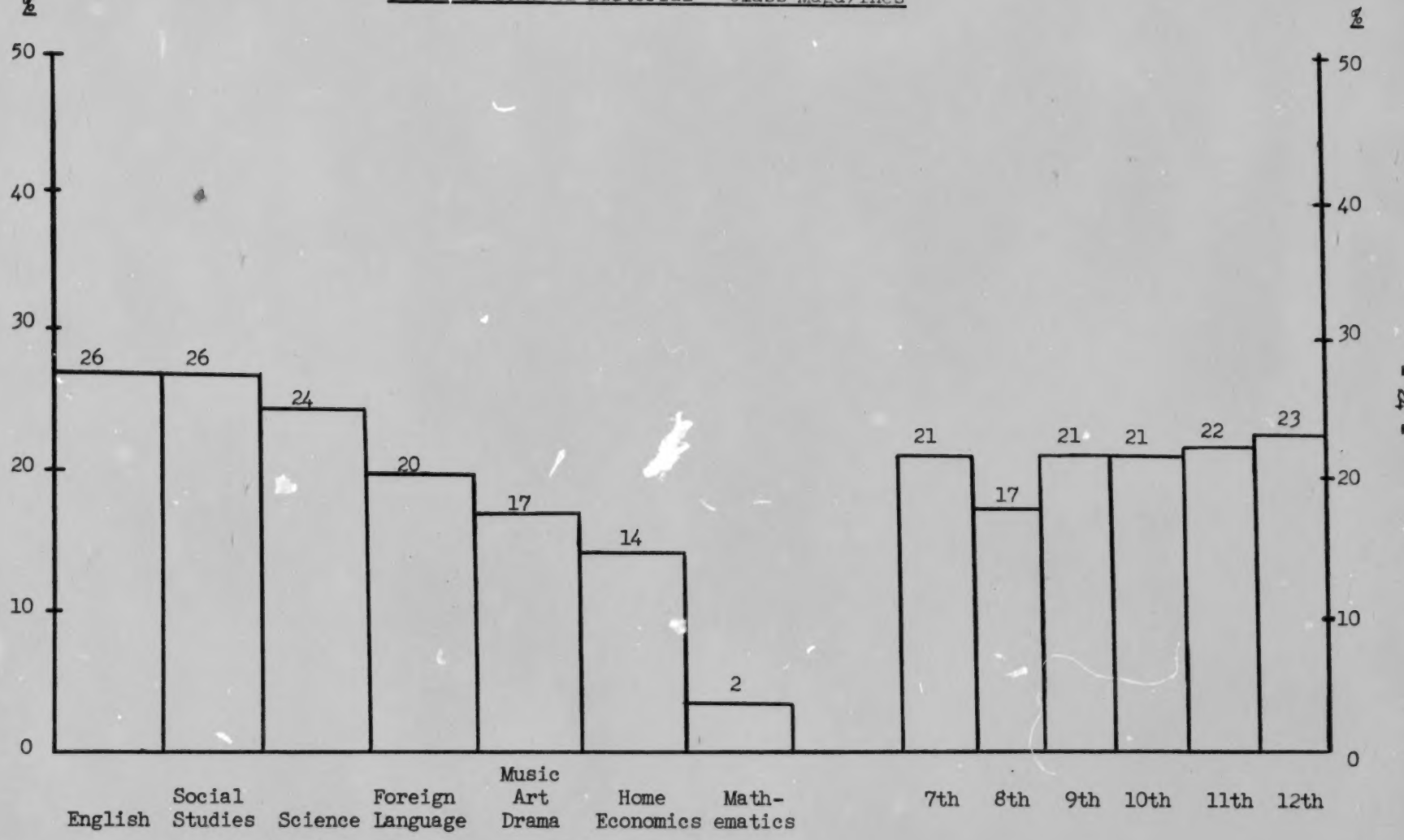


CHART 8

JOINT EFFECT OF GRADE AND SUBJECT TAUGHT
ON USE OF MAGAZINES:

Users of News Weekly Magazines

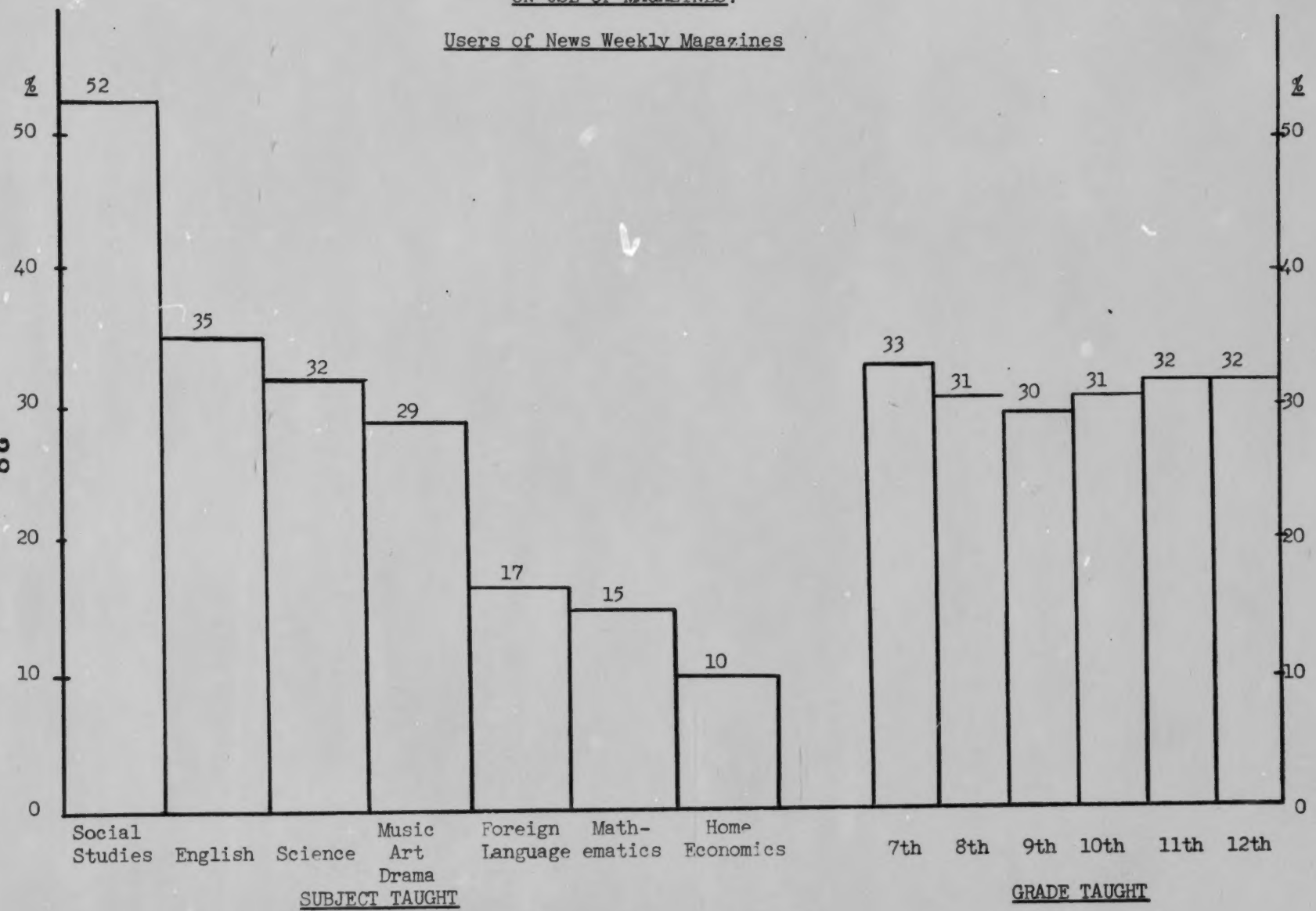


CHART 7

JOINT EFFECT OF GRADE AND SUBJECT TAUGHT ON USE OF MAGAZINES:

Users of Youth Education Oriented Magazines

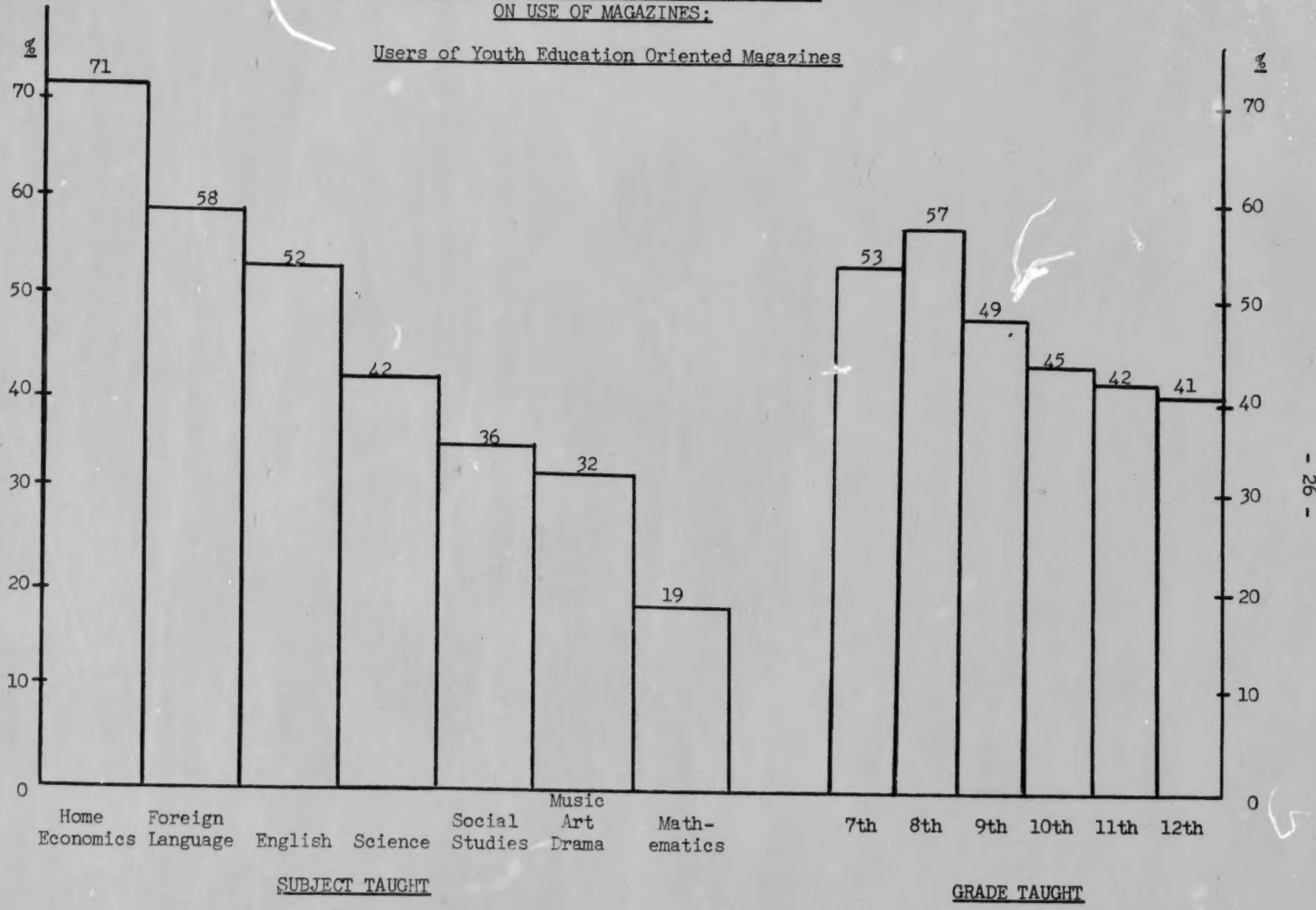


CHART 8

JOINT EFFECT OF GRADE AND SUBJECT TAUGHT
ON USE OF MAGAZINES:

Users of General Editorial - Mass Magazines

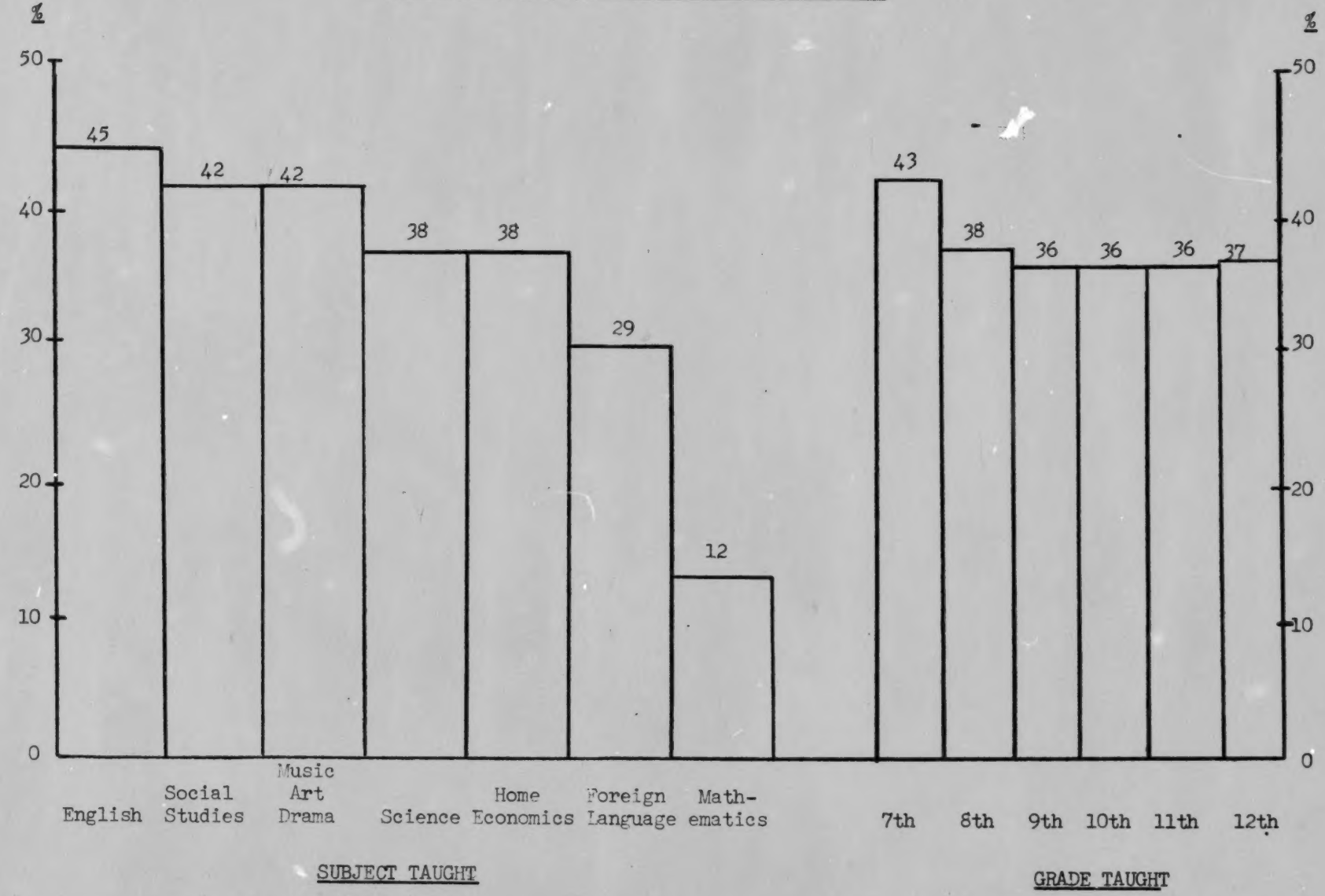


CHART 9

JOINT EFFECT OF GRADE AND SUBJECT TAUGHT ON USE OF MAGAZINES:

Users of Other Special Interest Magazines

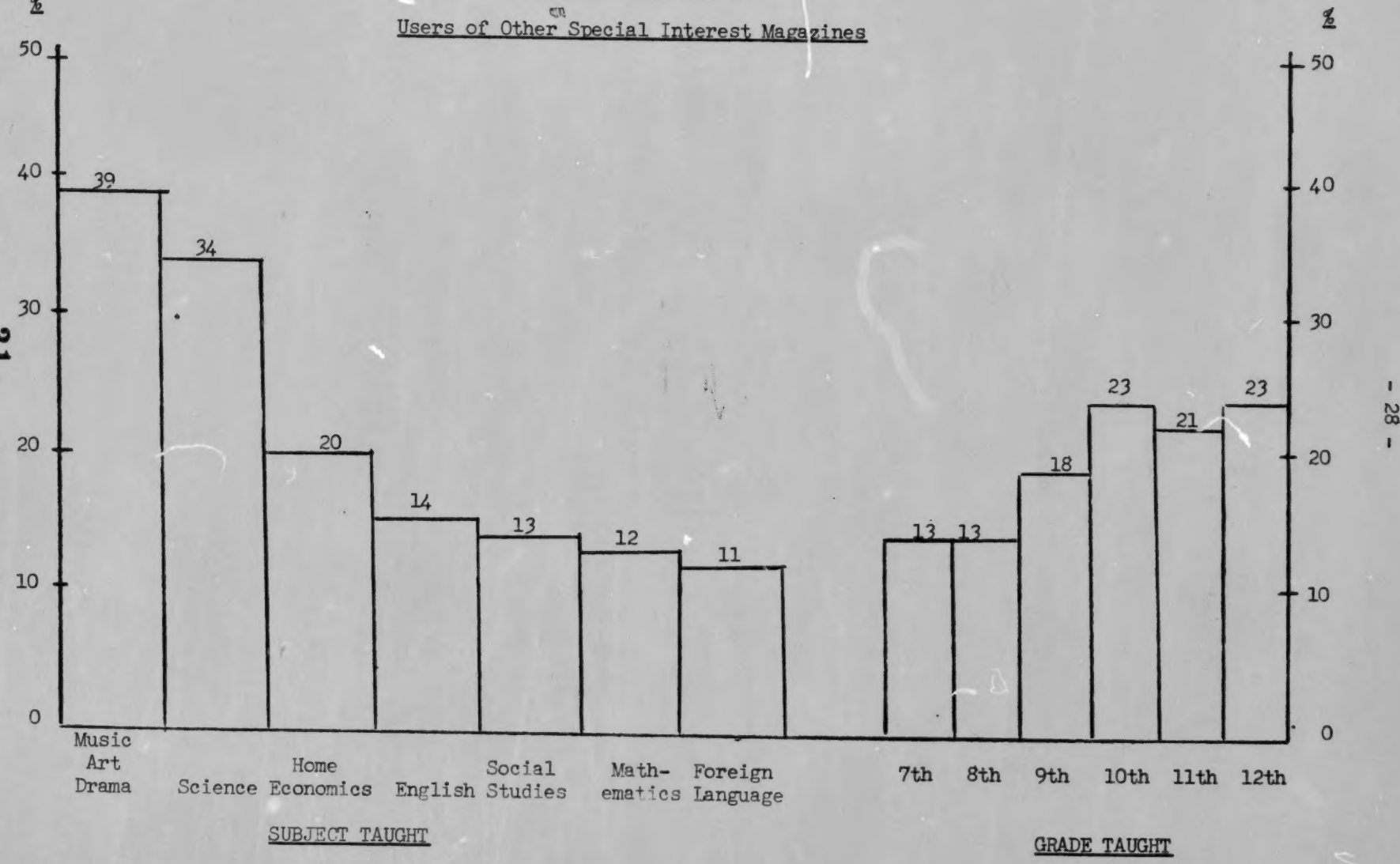
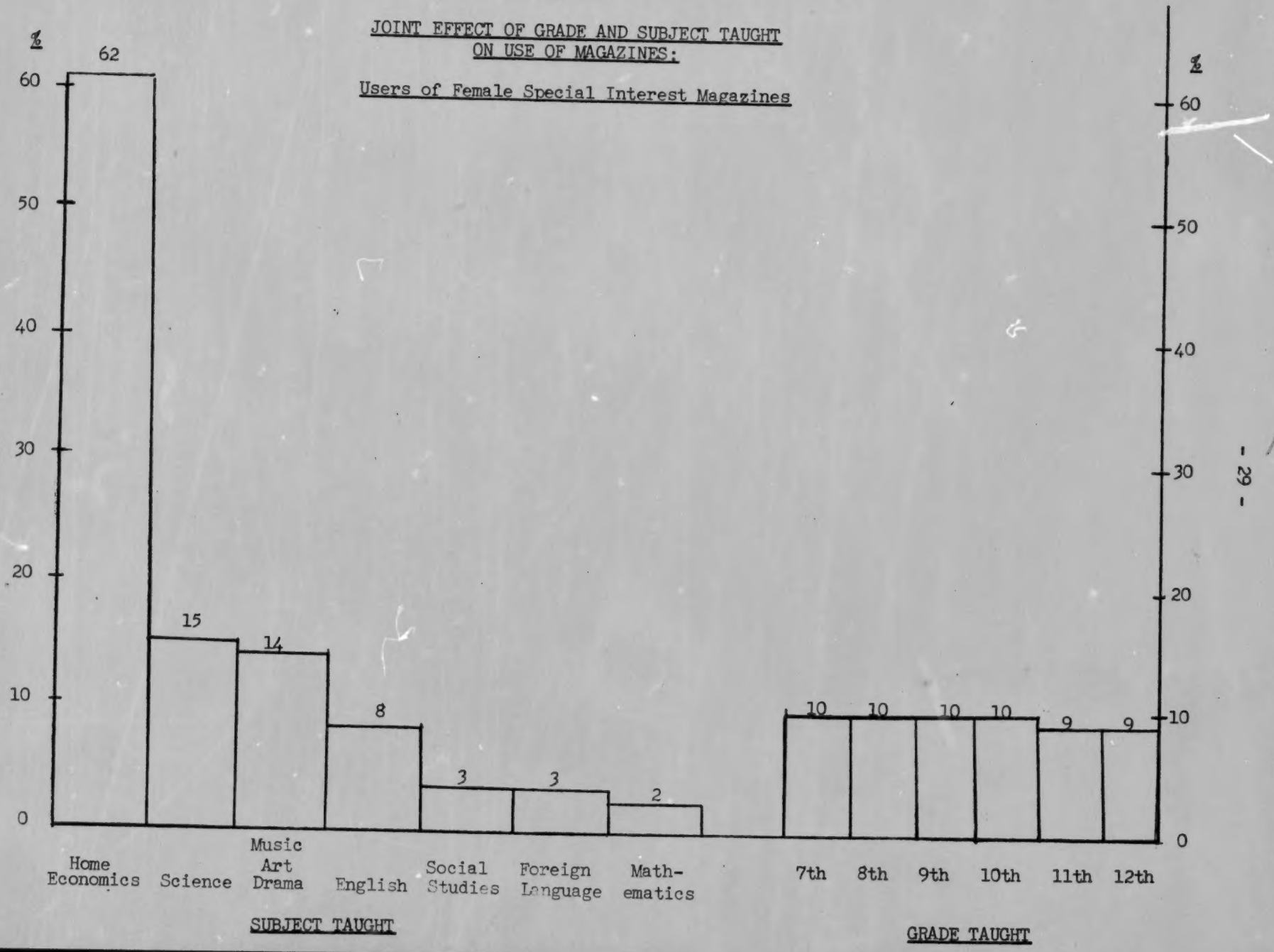


CHART 10

JOINT EFFECT OF GRADE AND SUBJECT TAUGHT ON USE OF MAGAZINES:

Users of Female Special Interest Magazines



English and social studies. While science teachers are more likely to use other types of magazines, the gap between those types and General Editorial - Class is least for teachers of this subject.

Over three-fifths of home economics teachers turn to Female Special Interest magazines. This type is second in use by teachers of the subject, trailing Youth Education Oriented by 9 percent.

Other Special Interest magazines fare best among music/art/drama teachers (39 percent) and science teachers (34 percent).

Adoption of types of magazines is dependent to some extent on the sex, age and experience of teachers. Female teachers are more likely to use Youth Education Oriented and Female Special Interest types; male teachers and those who have more years of experience favor News Weeklies and Other Special Interest magazines.

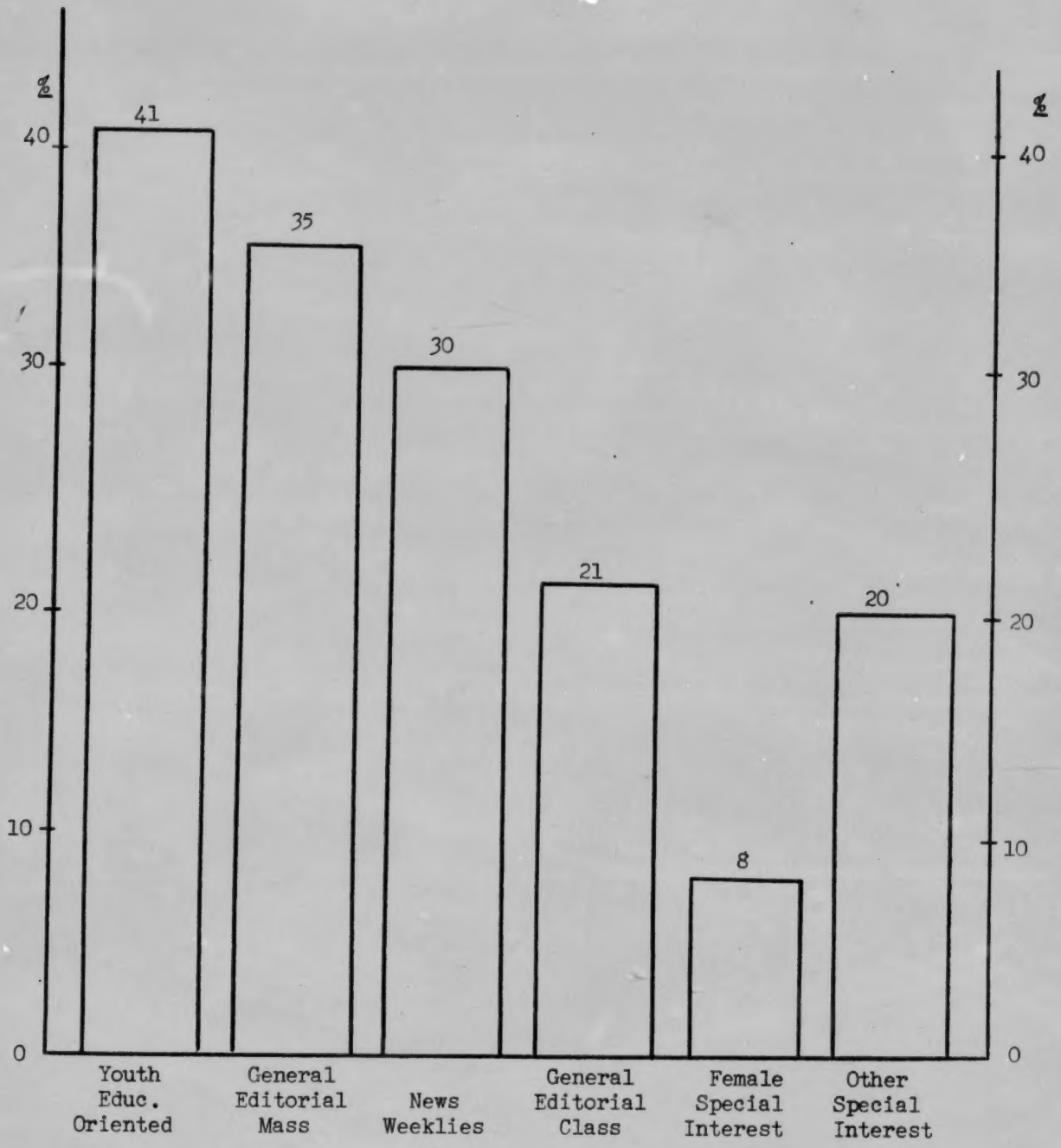
Teachers in the early stages of their careers (in their first year particularly) and those without full certification make less use of every individual type of magazine. Younger teachers are more likely, however, to use a variety of types of magazines.

Differences in adoption by sex, stage of career and certification are influenced somewhat by differences in subjects offered by these teaching segments. In addition, the influence of subjects taught far outweighs other teaching background variables in the selective use of categories of magazines.

CHART 11

TEACHING ORIENTATION AND USE OF MAGAZINES:

"It is important to set and require relatively high standards of student achievement in the subjects or content taught."



USERS OF MAGAZINE TYPES

CHART 12

TEACHING ORIENTATION AND USE OF MAGAZINES:

"Program should be flexibly based upon pupils' interests and abilities"

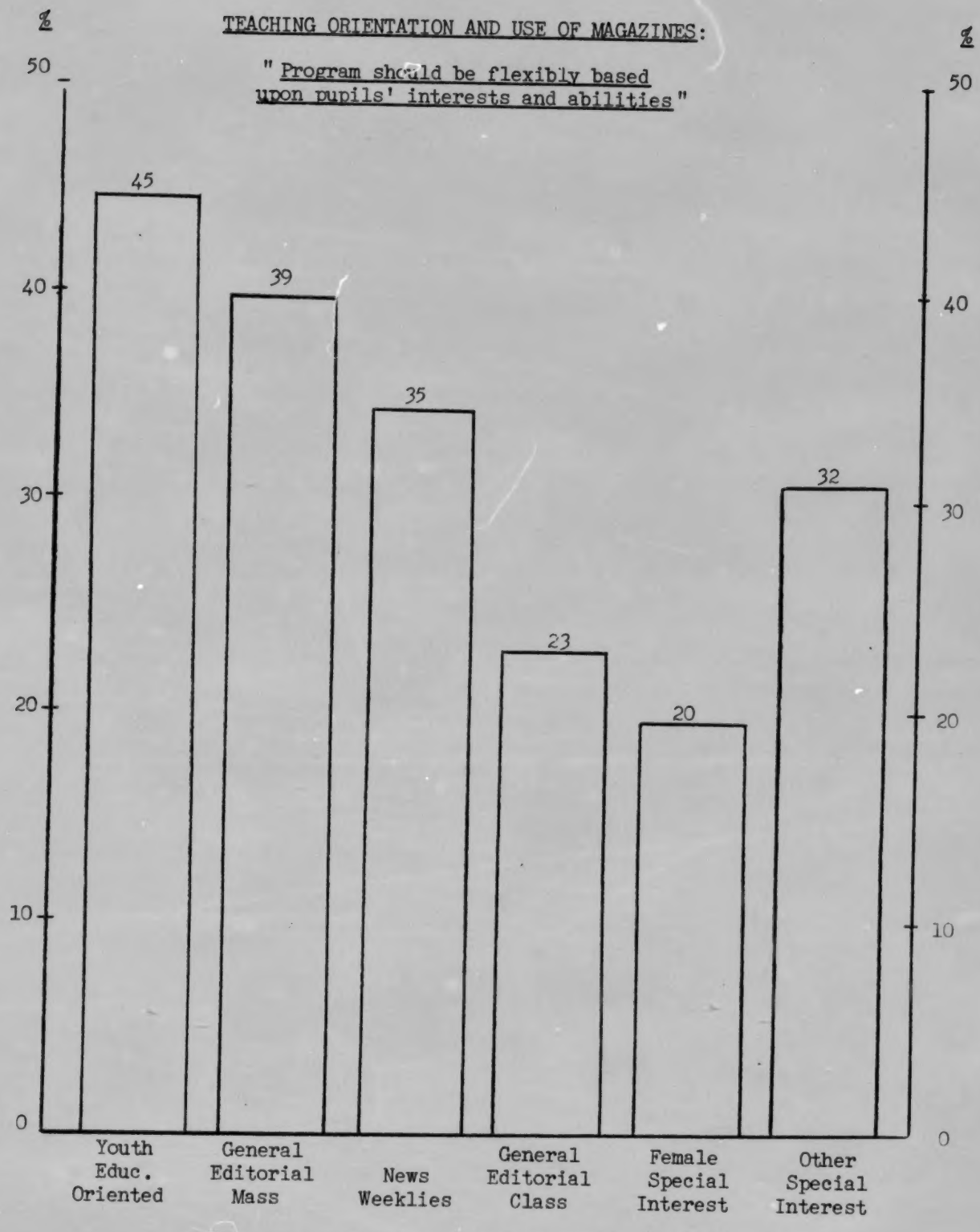
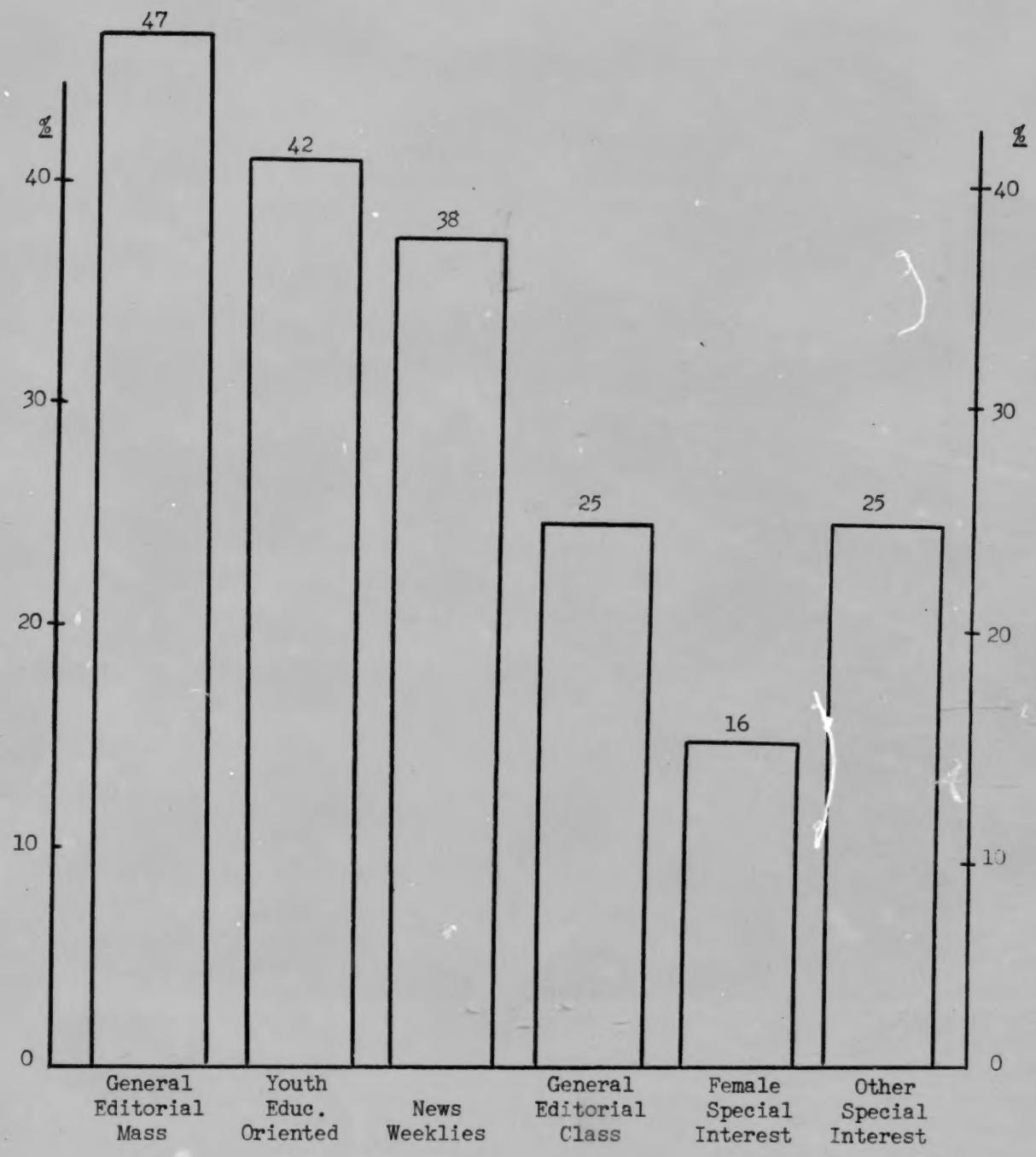


CHART 13

TEACHING ORIENTATION AND USE OF MAGAZINES:

"The planning of the content of classwork should be guided largely by pupils in the class."



INCIDENCE BY TEACHING ORIENTATION

In general, regardless of the type of magazine used, teacher-users tend to be more permissive and modern in their approaches. On an item which de-emphasizes the importance of academic achievement as an educational goal, Youth Education Oriented magazine users score highest. Female Special Interest teachers register as highly "traditional" on one of three measures of teaching orientation. They tend not to agree with users of other magazine types that the content of classwork should be guided by pupils.

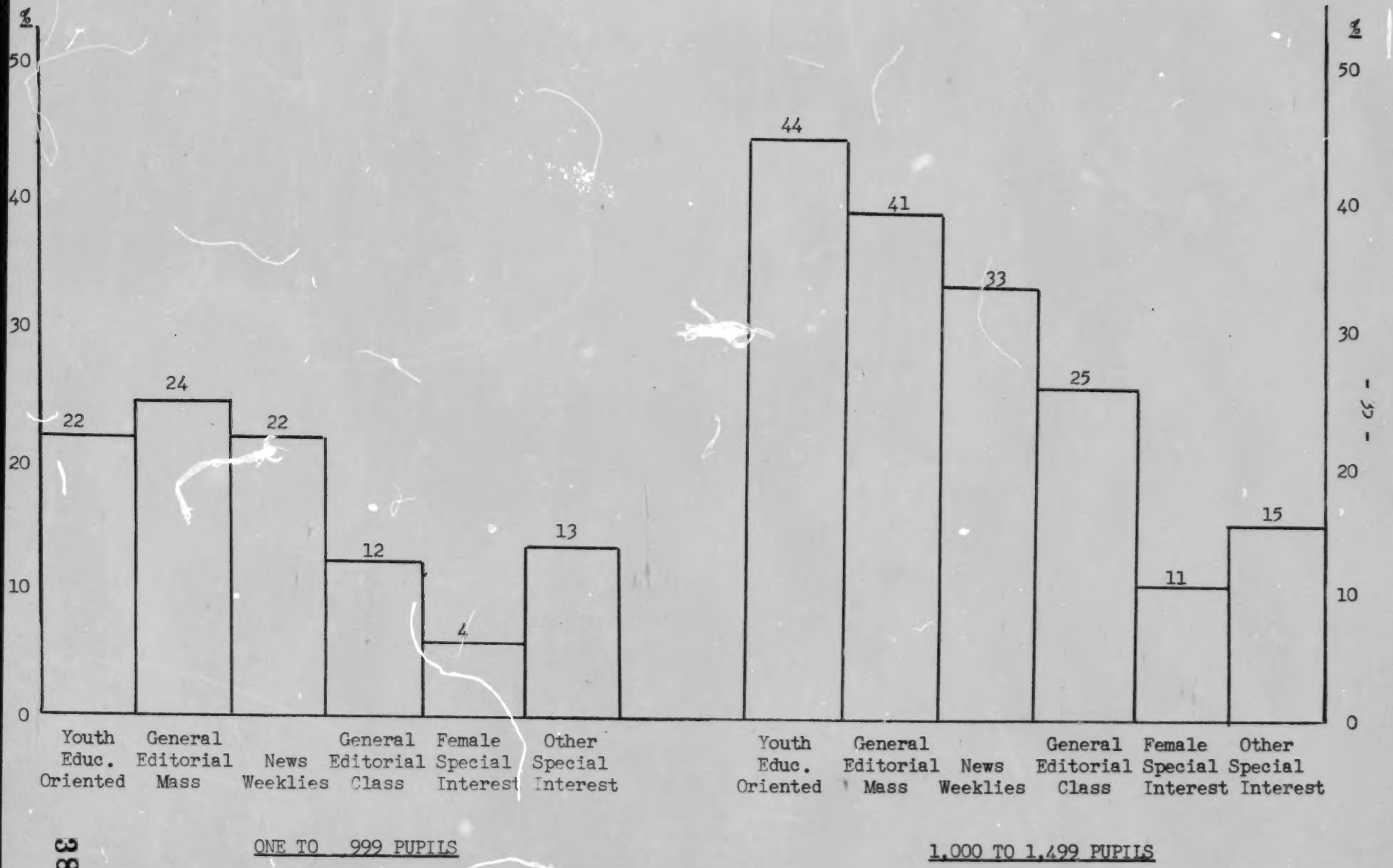
INCIDENCE BY SCHOOL CHARACTERISTICS

The leadership in incidence of use passes from Youth Education Oriented to other types for schools of specialized types. In non-public and co-educational schools, General Editorial - Mass and News Weeklies are used more frequently in comparison to Youth Education Oriented. However, for all types of magazines, incidence appears to be lower in schools which are not "mainstream."

Teachers in small schools, with enrollments under 1,000 are less likely to use magazines of any type. In small schools, the demand for Youth Education Oriented periodicals drops most precipitously. General Editorial - Mass, with 24 percent penetration, is pre-eminent in the small school and with a 31 percent penetration is relatively weak in the largest schools (those with enrollments of 2,000 or more pupils). General Editorial - Mass magazines also have higher adoption rates in urban schools (40 percent) as compared to suburban schools (34 percent).

CHART 14

SCHOOL ENROLLMENT AND USE OF MAGAZINES

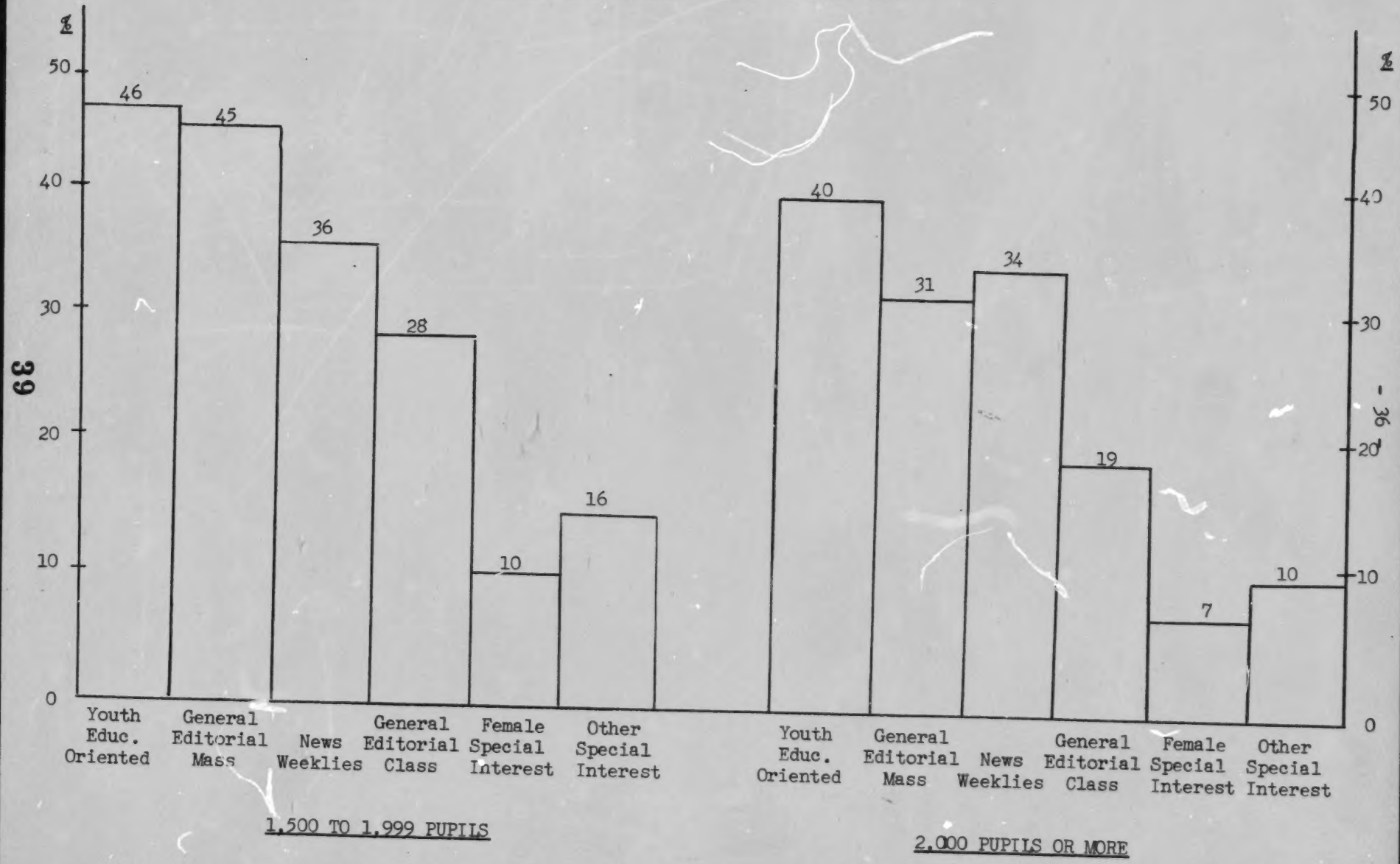


ONE TO 999 PUPILS

1,000 TO 1,499 PUPILS

CHART 15

SCHOOL ENROLIMENT AND USE OF MAGAZINES



Three types of schools surveyed are junior high schools, junior-senior high schools and senior high schools. Although the differences are not enormous, most types have highest use penetrations in the junior high schools. The figures for this school type are: Education Oriented, 54 percent; General Editorial - Mass, 42 percent; General Editorial - Class, 22 percent and Female Special Interest, 14 percent. The News Weekly has its highest adoption rate (38 percent) in the junior-senior school, while Other Special Interest magazines have their peak incidence in the senior high schools. With few exceptions, regardless of the grade organization of schools, the relative adoptions of types of magazines remains about the same.

CHAPTER IV

THE EDUCATIONAL MEDIA MIX

The status of magazines as an educational medium cannot be fully comprehended without reference to other instructional media. For this reason, the present study reports on the educational media mix, defined as magazines, supplementary books, filmstrips, slides/transparencies, movies, records/tapes, professional graphics/visuals-charts/maps, newspapers, television-commercial/closed-circuit, radio.

In succeeding pages the emerging patterns of incidence, degree and priority of use for educational media are examined. Trends in adoption and utilization are reported, together with the underlying reasons for shifts in the emphasis received by media.

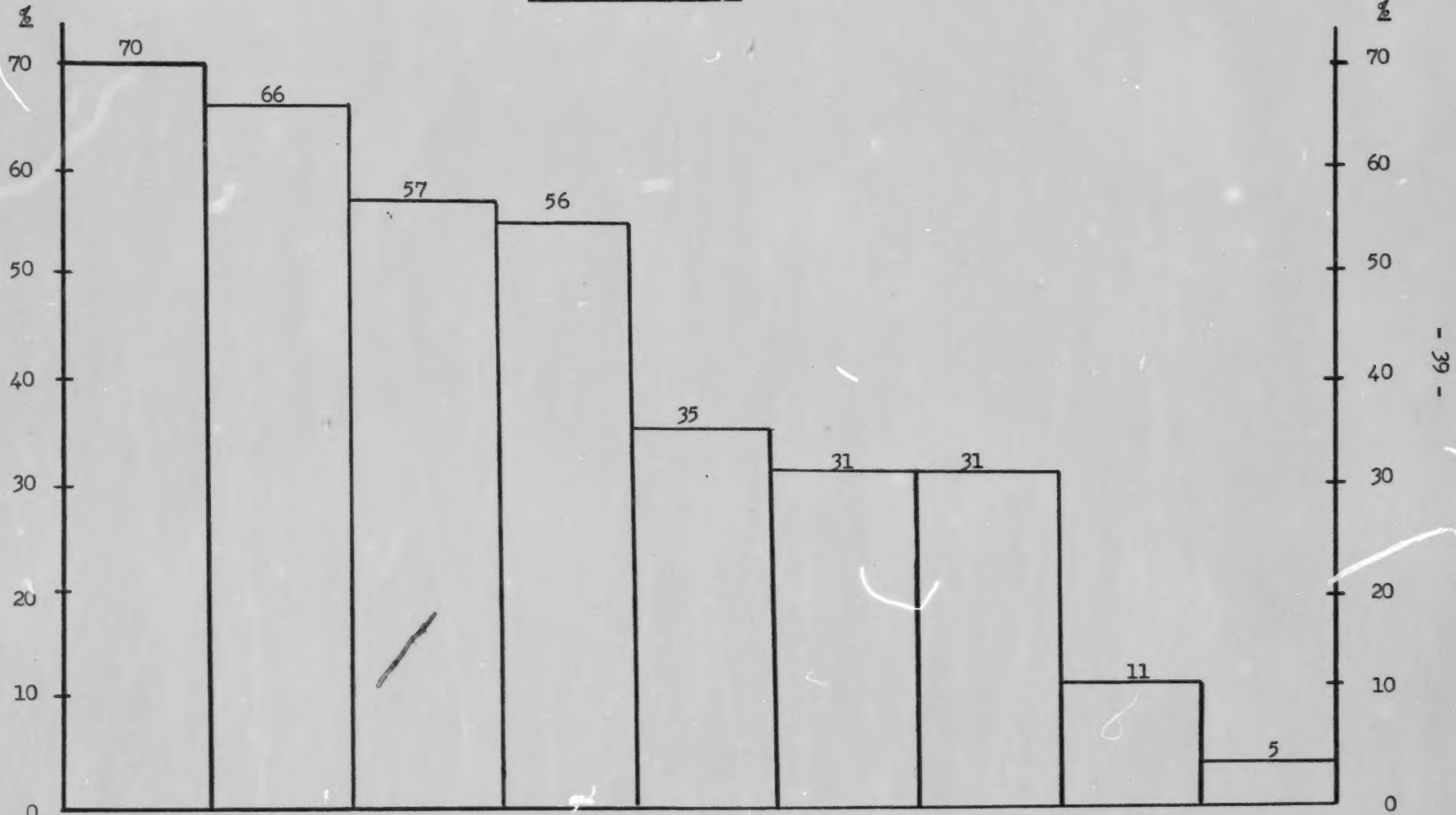
Additional understanding of educational media mix is provided by an analysis of teachers' evaluations -- their ease of incorporation into the class program, interest value, and understandability. A special aspect of these evaluations relates to the compatibility of media for use along with magazines, as well as the replaceability of other media by magazines and vice versa.

Within the media mix, the educational merits of magazines and newspapers are explored, generally and in relation to text supplementation. Through this approach the special contributions of magazines to furthering the educational process in secondary schools stand out in bold relief.

CHART 16

INCIDENCE AND DEGREE OF USE OF EDUCATIONAL MEDIA

AMONG ALL TEACHERS



USE OF EDUCATIONAL MEDIA

The incidence figure for the use of magazines among secondary school teachers becomes even more striking when one learns that all other media have a lesser penetration. As previously reported, about seven in ten teachers use magazines for in-class instruction; the next most frequently used medium -- supplementary books -- is used by about two-thirds of teachers. Records/tapes and newspapers follow (57 and 56 percent, respectively). About a third of teachers uses each of the following: filmstrips, professional graphics, and movies. Radio and television are used by about a tenth or less.

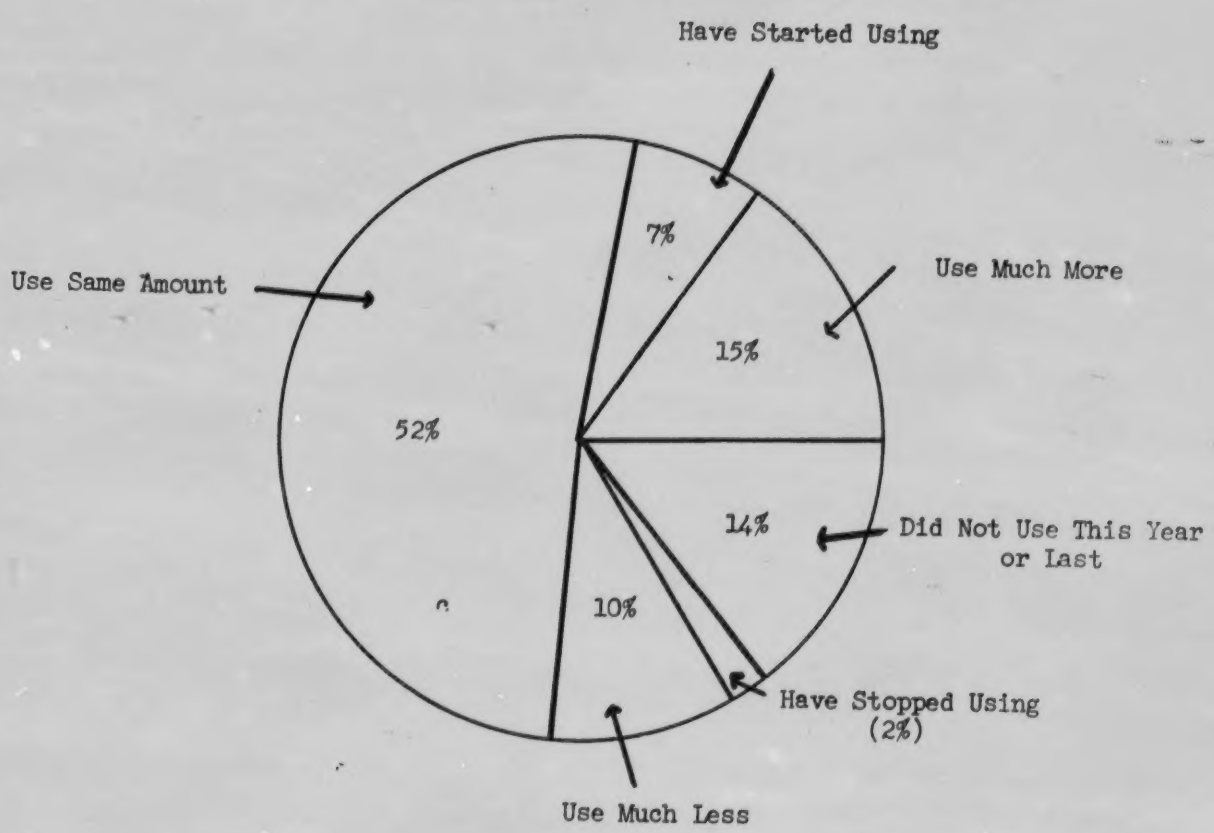
A measure of regularity or "heaviness" of use was obtained for each medium. It is difficult to compare all media in this respect, since the standards for regular use relate to the qualities of the medium. Magazines and newspapers both are serial media, i.e., release issues in chronological sequence. Therefore, the same definition of regular usage has been applied to both magazines and newspapers. For these media, regular use was measured by a high probability of the use of an average issue. For other media the criterion for regular use involved a minimal frequency in a fixed time period (use twice or more in a month).

Magazines are used regularly by more teachers (33 percent) than are newspapers used regularly (20 percent). Further, magazines are used occasionally by a larger percentage of teachers than are newspapers, although the difference is less glaring -- 49 percent versus 45 percent. Summarizing, magazines are used as educational tools more extensively and intensively

CHART 17

PRESENT USAGE OF MAGAZINES COMPARED WITH PREVIOUS SCHOOL YEAR

(AMONG ALL TEACHERS)



than are newspapers, and by a considerable margin.*

For other media regular use is greatest for supplementary books, with filmstrips, slides, transparencies and professional graphics/visuals -- charts, maps tied for second.

TRENDS

The leadership of magazines among all media -- in terms of their incidence of use in secondary education -- has been documented. To properly interpret the degree of vitality of magazines as instructional media in junior and senior high schools, it is necessary to examine the trends in the medium's adoption and utilization. It is one thing to lead when demand for the medium is declining, another when it is expanding, and still another when the situation is stationary.

A question in the survey asked, for each of the media, "As compared with the school year before this one, how much -- overall -- do you now use each of the following types of material in class?" The item was addressed to all teachers who offered instruction at the same grade level and/or subject in the previous year. For this reason the responses should reflect trends in media involvement unrelated to shifts in teaching assignments. Despite problems associated with the use of "retrospective" questions, it is highly

*Magazines are also more likely to be selected over newspapers as the single medium used most frequently in class. This holds true in high schools and junior high schools for virtually every subject except social studies, where the two media are deadlocked.

probable that teachers can remember with great accuracy whether, for example, they have started using a medium which they did not use a year ago. Also, because of the lesson plan system and the importance of time-accounting in the classroom, reports of one-year trends in the amount of use should mirror -- within limits -- shifts in the emphasis given to educational media in the secondary schools.

For most media, including magazines, about half of reporting teachers (± 5 percent) indicate no change in the fact or extent of use. One exception is professional graphics; 65 percent of teachers used this medium with approximately the same frequency for two years, indicative of the ease with which graphics can be coordinated and scheduled with instruction. Because television and radio were not used by a majority of teachers in either year, the proportions using these media in both years were exceptionally low -- about a fifth and a tenth, respectively.

The use of media became more widespread over a 1-year period among secondary teachers. Magazines, in particular netted new users ("started using" less "stopped using") by 5 percent of teachers. Books, filmstrips, records/tapes and graphics showed comparable growth in the proportions of teacher-users. Movies registered a moderate net growth of 2 percent, while newspapers were static and radio declined slightly.

Among those using the same educational media for two consecutive years about a third, on the average, changed in the degree to which each medium was used. Filmstrip users were most changeable; graphics, television

and radio users were least changeable. Media use generally was heavier in the second year. The net increase in heavier use ("use much more" less "use much less") for magazines was 5 percent. The largest net increase in degree of use was for supplementary books at 18 percent. Both television and radio declined in amounts of use (7 and 10 percent respectively).

Key reasons to explain growth in adoption and the frequency of use of media emerged from the study. For magazines as well as for newspapers lack of time/difficulty of fitting into scheme and not appropriate for teaching subject were given as the two principal factors in reduced use. Periodicals need features sufficiently terse and targeted to the development of a subject or topic, as well as directions for the efficient utilization of periodical content in order to maximize utilization in secondary instructional settings.

The problems associated with the utilization of records/tapes, movies, television, radio and filmstrips are mainly technical -- involving the unavailability of necessary facilities and delays in receiving the softwear.

The introduction of curriculum changes among only about a fifth of teachers represents only a minor contribution to the way in which teachers relate to the media. In general, such changes have a slight tendency to promote reliance upon the media, stimulating both adoption and extent of use.

MULTI-MEDIA EVALUATIONS

Each medium's qualities were appraised by teachers with respect to its ease of incorporation by the teacher into the students' in-class work, estimates of the interest value the medium would have for students, and the extent to which information transmitted through the medium would be understood by students.

For most media between three-fifths and two-fifths of teachers find incorporation no problem. Filmstrips/slides/transparencies are most adaptable. About half view magazines as easily incorporated, 42 percent feel this way about newspapers.

The two other qualities of educational media, examined in this study, were evaluated through teachers' assessments of students' reactions to the media. While these measures are far from ideal, most teachers have had sufficient "feedback" from the use of a variety of instructional aids to make meaningful appraisals.

Magazines score relatively high on student interest value (55 percent of teachers), but somewhat lower than do movies at 63 percent. Newspapers considered as interesting to students by 30 percent of teachers are relatively low in this respect.

Media which demand literacy score much lower on estimates of understandability by students. Magazines lead print media in this respect, but only 29 percent of teachers characterize the medium as easily understood, (books, 26 percent, newspapers, 21 percent). Filmstrips/slides/transparencies

CHART 18

WHAT MEDIA MAGAZINES CAN REPLACE AND
WHAT MEDIA CAN REPLACE MAGAZINES

All Teachers

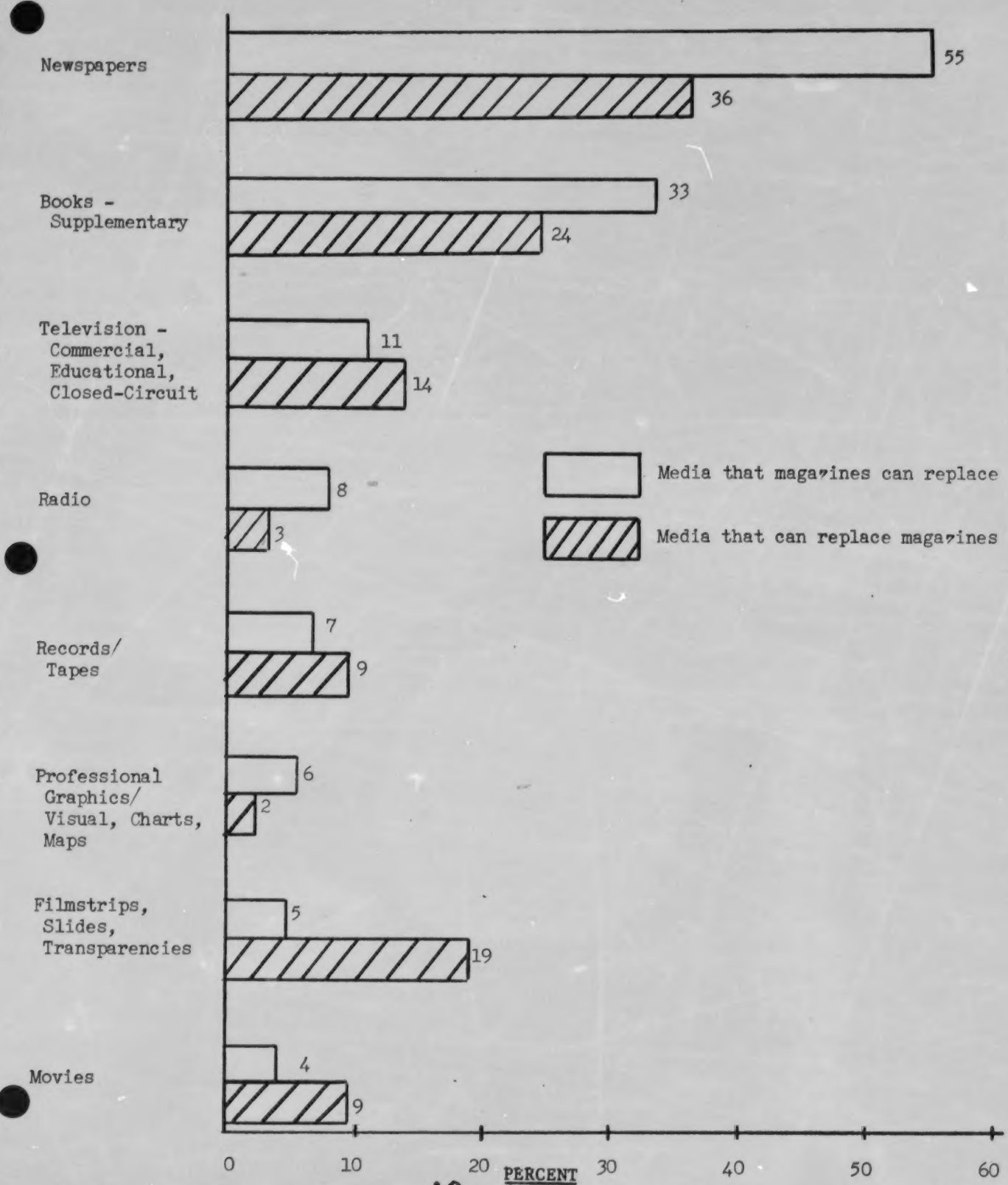


CHART 19
WHAT MEDIA MAGAZINES CAN REPLACE AND
WHAT MEDIA CAN REPLACE MAGAZINES:

Magazine Users

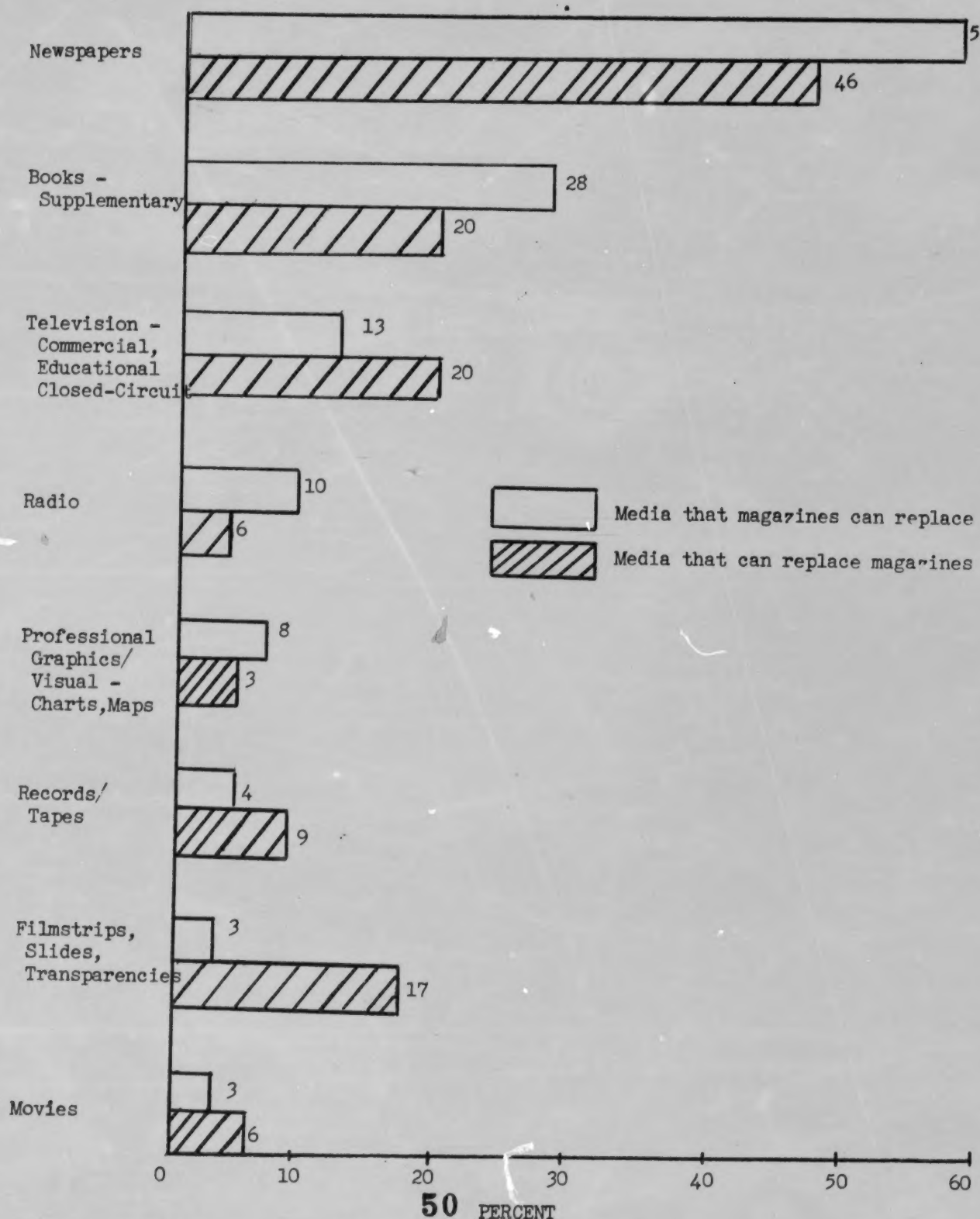
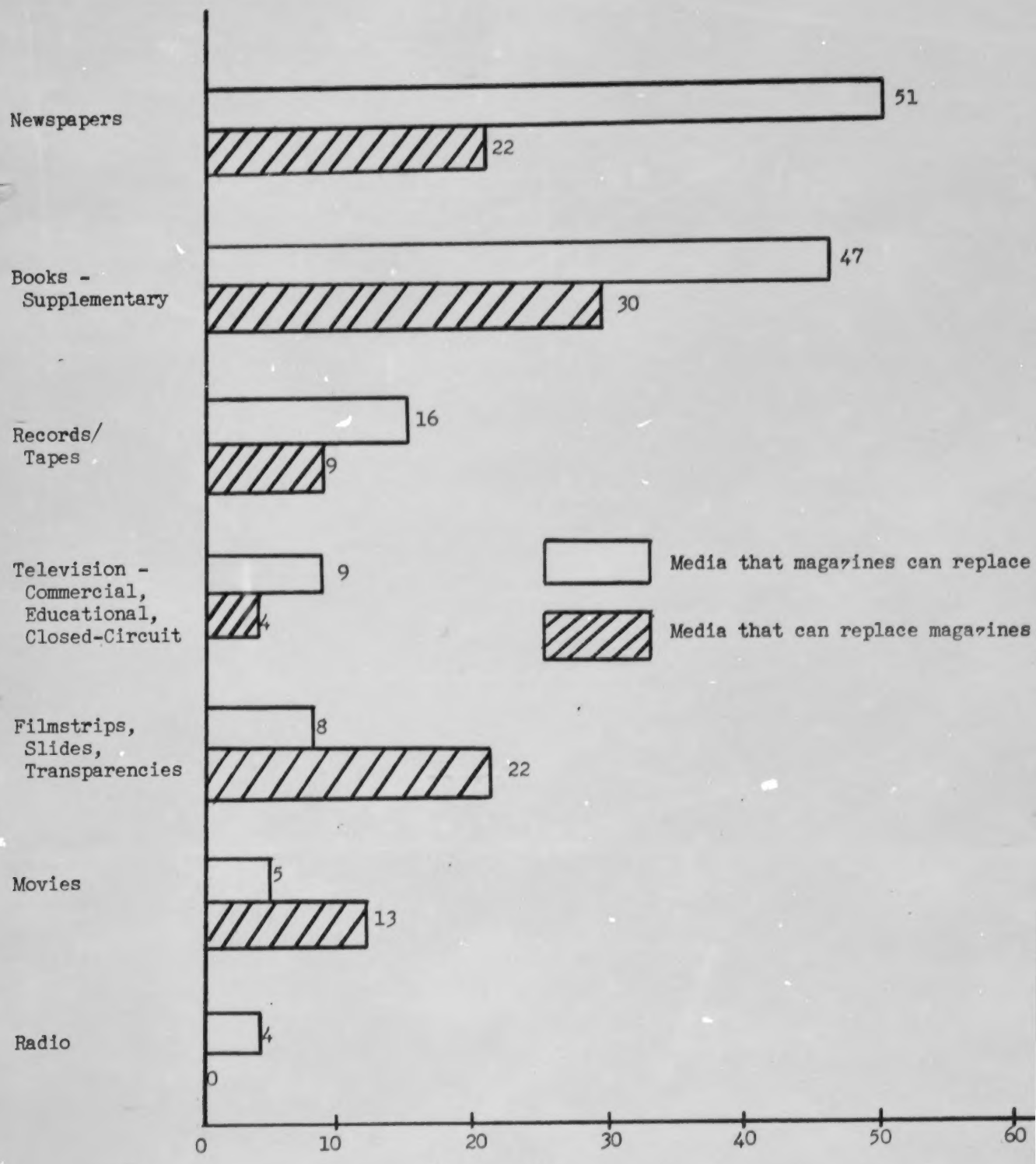


CHART 20

WHAT MEDIA MAGAZINES CAN REPLACE AND
WHAT MEDIA CAN REPLACE MAGAZINES

Non-Users of Magazines



and movies approach three-fifths for teachers' easily understood ratings. However, the educational process often requires that materials be challenging so that students' skills can be upgraded.

Out of many possible combined uses of educational media, less than 10 percent of teachers prefer the joint use of magazines with some other medium. Perhaps magazines are felt to be a rather complete educational medium, requiring supplementation by other media only to a minor extent. In those instances where combined use with magazines is the preferred multi-media approach, the supplements of choice are most frequently the filmstrip and the newspaper. Reasons for the multi-media approach involving magazines concern the improved quality of the lesson (relevant, current; complete presentation) and the improved effect upon the student (attention holding, involvement, retention of content.)

Teachers who think that selected media can be replaced by others are far more likely to think that magazines can replace newspapers than vice versa. Magazines also have the edge over books in this regard, but the margin is smaller. Over half who felt magazines could replace some other medium identified newspapers as the most vulnerable.

MAGAZINES AND NEWSPAPERS

Among teachers who have used newspapers, most feel that magazines are distinctively superior. Two-thirds believe that magazines are superior for the subject and grade taught while only about a tenth think the converse is the case. This preferential rating for magazines tends to hold regardless

CHART 21

THE MAGAZINE IN COMPARISON TO THE NEWSPAPER

ALL TEACHERS

Key

A - Magazines are greatly superior to newspapers

B - Magazines are somewhat superior to newspapers

C - Magazines are about the same as newspapers

D - Magazines are somewhat inferior to newspapers

E - Magazines are greatly inferior to newspapers

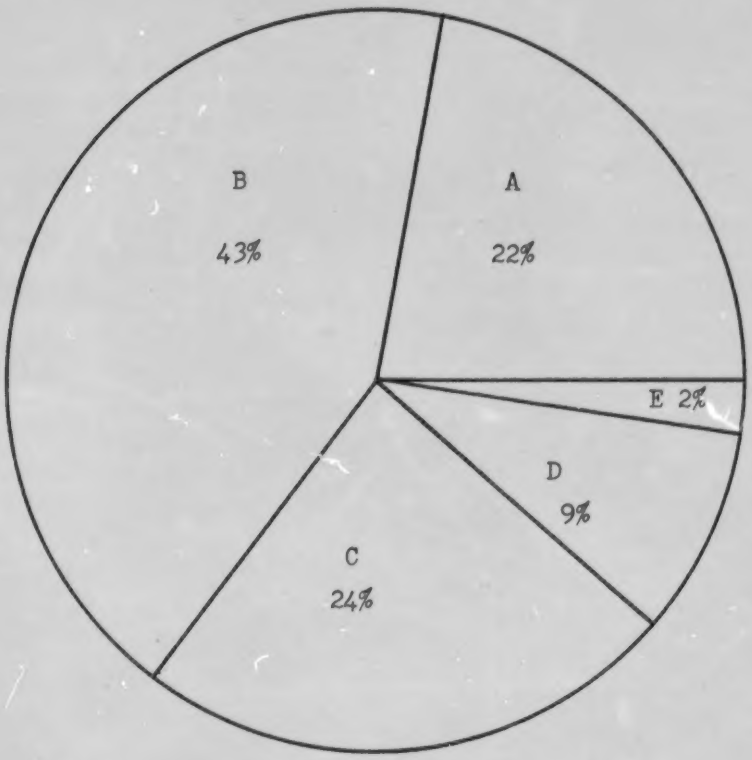


CHART 22

THE MAGAZINE IN COMPARISON TO THE NEWSPAPER

Key

A - Magazines are greatly superior to newspapers

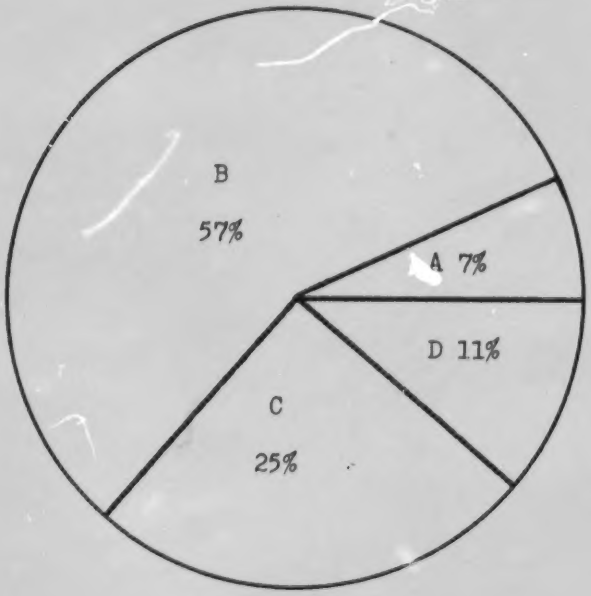
B - Magazines are somewhat superior to newspapers

C - Magazines are about the same as newspapers

D - Magazines are somewhat inferior to newspapers

E - Magazines are greatly inferior to newspapers

Teachers Who Use Magazines and Newspapers Regularly



Teachers Who Use Magazines Regularly and Newspapers Occasionally

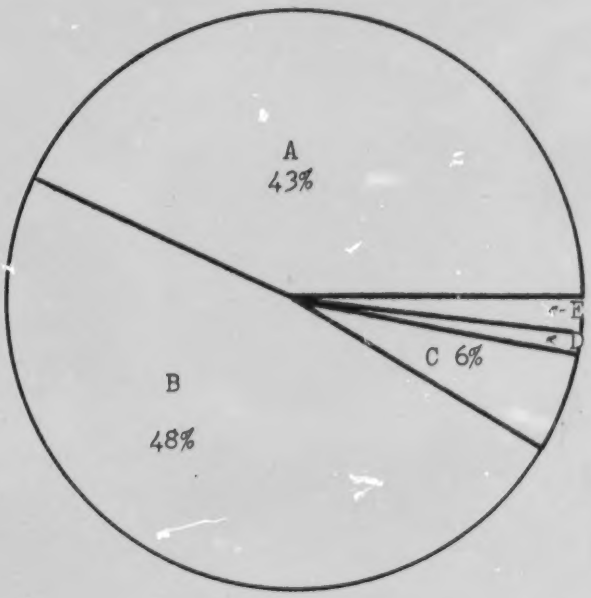


CHART 23

THE MAGAZINE IN COMPARISON TO THE NEWSPAPER

Key

A - Magazines are greatly superior to newspapers

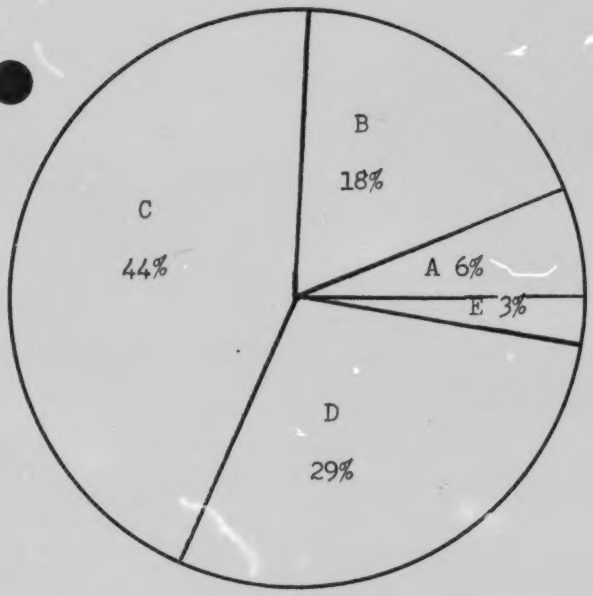
B - Magazines are somewhat superior to newspapers

C - Magazines are about the same as newspapers

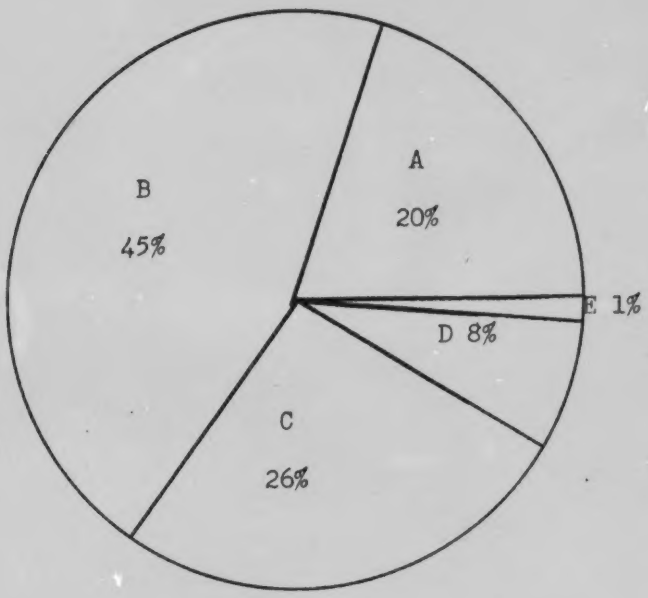
D - Magazines are somewhat inferior to newspapers

E - Magazines are greatly inferior to newspapers

Teachers Who Use Magazines Occasionally and Newspapers Regularly



Teachers Who Use Magazines and Newspapers Occasionally



of how frequently teachers use magazines and newspapers. For example, 93 percent of those who use magazines regularly, but newspapers occasionally, favor magazines, whereas only about a third of those who use newspapers regularly, but magazines occasionally, favor newspapers.

Why are magazines regarded as vastly superior to newspapers as an instrumentality for secondary education teachers? Out of a larger number of reasons, the view that magazine articles are better written and organized is eminently supportive of magazires' superior positioning. Of secondary importance is the more colorful and attractive illustrative content of magazines, as compared to newspapers. Some other explanations favoring magazines are: ease of correlation with subjects, motivation of leisure reading, factual (unbiased) reporting, and the variety of content.

CHAPTER V

OVERVIEW

In this report many questions were raised concerning the present and future positioning of the so-called "older media of communication" (magazines, newspapers and supplementary books) in American secondary schools.

Based upon available literature, we approached this study with the assumption that the newer, more sophisticated types of communication (television, films, tapes, records and various types of electronic equipment) would show strong recent growth and indications of continued growth and increasing impact in the future. All of the evidence contained within this study indicates that we have shared an erroneous assumption, which is widespread.

Perhaps the most significant finding of this study is that magazines are presently the most widely used teaching aid or supplement, exceeding every other medium of communication in their reach. Approximately 70 percent of all teachers use magazines, to varying degrees. In comparison, the following proportions of teachers used other types of media: book supplements - 66 percent; records and tapes - 57 percent; newspapers - 56 percent; filmstrips and slides - 35 percent; professional graphics and visuals - 31 percent; movies - 31 percent; television - 11 percent and radio - 5 percent.

With regard to the future of magazines as an instructional tool in secondary schools, the outlook appears to be most promising. Magazines showed a 5 percent increase in new users during the past year. In comparison,

movies only registered a net growth of 2 percent, while newspapers were static. Radio declines slightly in use.

Some of the other highlights of our findings are now presented in summary form:

- Use of magazines is greatest among teachers of Home Economics - 82 percent, and English - 72 percent. Use of magazines is lowest among teachers of mathematics.

- Younger, more progressive teachers tend to be more receptive to the use of magazines, than older, more conservative teachers.

- Teachers in moderate to large-sized public, co-educational schools rely upon magazines to a greater extent than do teachers in smaller, non-public, non-co-educational schools.

- Of the teachers who use magazines, 35 percent use them on a regular basis. (Regular was defined as "in-class use of all or nearly all issues of a periodical.")

- The principal use of magazines by teachers - 85 percent - is to stimulate classroom discussion. Encouragement of student reading, both in-class and at home, is the second most frequent use - 76 percent.

- In general, magazines are used for class projects more frequently at the high school level and more frequently for display material at the junior high school level.

- Teachers use magazines to: extend the curriculum coverage up to the contemporary - 27 percent; livening up the curriculum by providing provocative and stimulating subjects - 26 percent.

- Those teachers who indicated they feel magazines are an outstanding source of instructional material ascribe this feeling to the wide ranging and in-depth treatment of material.

- 96 percent of the teachersusing magazines indicate they are either "highly satisfied" or "satisfied" with them as an effective educational medium.

- Magazines are felt to be well suited for students with widely differing social and intellectual backgrounds. In general, teacher-users feel that magazines are beneficial to students of all types of backgrounds.

- 58 percent of the teacher-users feel magazines are an important tool in the instruction of the culturally disadvantaged student.

- Magazines are felt to be a rather complete educational medium, which need to be complemented by other media only to a minimum extent. Only 10 percent of teacher-users prefer the joint use of magazines with some other medium.

- For stimulating student interest - as perceived by the teacher - magazines are ranked highly among media, exceeded only by movies. Newspapers are considered interesting to students by only 30 percent of teachers.

- Among teachers who think that selected media can be replaced by others, the view is far more widespread that magazines can replace newspapers or books, than is the contrary view that either newspapers or books can replace magazines.

- Among teachers who use newspapers, two-thirds believe that magazines are superior to newspapers for the subject and grade taught, while only about a tenth think the converse is the case.

In broad outline then, magazines are found to be highly accepted in our country's secondary schools and continued growth of the medium is projected. To assure increasing acceptance and utilization in schools, magazines must more closely keep abreast of, and meet the desires and needs of secondary school teachers.

Teachers want magazines that stress non-fiction, subject-oriented features. The content should be abundantly and tastefully spiced through the use of pictures, illustrations and drawings. Whenever possible, some form of "student test" is desirable. Features and commentaries suggesting student projects would also contribute to the usefulness of magazines in schools.

Cartoons, movie guides, games, puzzles, calendars of national events and letters to the editor are among the features which magazine publishers should consider in maintaining high levels of student interest and in maintaining the leadership of the magazine medium in the secondary education setting.

TABLE I

SUBJECT TAUGHT AND EFFECT ON USE OF MAGAZINES

	ENGLISH	SOCIAL STUDIES	SCIENCE	FOREIGN LANG-UAGE	MATH-EMATICS	MUSIC ART DRAMA	HOME ECON-OMICS
	%	%	%	%	%	%	%
ALL MAGAZINE USERS	74	71	65	70	31	61	82
USERS OF MAGAZINE TYPES							
YOUTH EDUCATION ORIENTED	52	36	42	58	19	32	71
GENERAL EDITORIAL - MASS	45	42	38	29	12	41	38
NEWS WEEKLIES	35	52	32	17	15	29	10
GENERAL EDITORIAL - CLASS	26	26	24	20	2	17	14
FEMALE SPECIAL INTEREST	8	3	15	3	2	14	62
OTHER SPECIAL INTEREST	14	13	34	11	12	39	20
BASE TOTAL NUMBER ANSWERING	401	316	198	105	102	69	50

TABLE 2

GRADE TAUGHT AND EFFECT ON USE OF MAGAZINES

	7TH GRADE %	8TH GRADE %	9TH GRADE %	10TH GRADE %	11TH GRADE %	12TH GRADE %
ALL MAGAZINE USERS	72	71	70	68	68	66
USERS OF MAGAZINE TYPES						
YOUTH EDUCATION ORIENTED	53	57	49	45	42	41
GENERAL EDITORIAL - MASS	43	38	36	35	36	37
NEWS WEEKLIES	33	31	30	31	32	32
GENERAL EDITORIAL - CLASS	21	17	21	21	22	23
FEMALE SPECIAL INTEREST	10	10	10	10	9	9
OTHER SPECIAL INTEREST	13	13	18	23	21	23
BASE TOTAL NUMBER ANSWERING	145	163	362	596	632	635

TABLE 3

JOINT EFFECT OF SUBJECT AND GRADE TAUGHT ON USE OF MAGAZINES

USERS OF MAGAZINE TYPES	GRADES 7 THROUGH 9						
	TOTAL	ENGLISH	SOCIAL STUDIES	SCIENCE	FOREIGN LANG-UAGE	MUSIC ART DRAMA	OTHER
	%	%	%	%	%	%	%
YOUTH EDUCATION ORIENTED	45	59	41	44	50	41	40
GENERAL EDITORIAL - MASS	38	47	36	30	22	41	35
NEWS WEEKLIES	30	40	43	32	18	24	17
GENERAL EDITORIAL - CLASS	22	23	14	20	16	18	11
FEMALE SPECIAL INTEREST	13	9	7	10	10	29	20
OTHER SPECIAL INTEREST	10	8	9	10	14	18	12
BASE TOTAL NUMBER ANSWERING	321	96	69	50	50	17	83

TABLE 3

JOINT EFFECT OF SUBJECT AND GRADE TAUGHT ON USE OF MAGAZINES

USERS OF MAGAZINE TYPES	GRADES 10 THROUGH 12						
	TOTAL	ENGLISH	SOCIAL STUDIES	SCIENCE	FOREIGN LANG-UAGE	MUSIC ART DRAMA	OTHER
	%	%	%	%	%	%	%
YOUTH EDUCATION ORIENTED	44	52	36	44	55	52	35
GENERAL EDITORIAL - MASS	38	44	42	43	26	48	26
NEWS WEEKLIES	33	38	56	31	29	30	13
GENERAL EDITORIAL - CLASS	22	28	26	29	17	19	9
FEMALE SPECIAL INTEREST	11	10	2	5	12	26	20
OTHER SPECIAL INTEREST	11	7	9	30	10	30	9
BASE TOTAL NUMBER ANSWERING	515	163	127	77	58	27	127

TABLE 4

TEACHING CERTIFICATION AND EFFECT ON USE OF MAGAZINES

	CERTIFIED TEACHERS %	NON-CERTIFIED TEACHERS %
ALL MAGAZINE USERS	68	56
USERS OF MAGAZINE TYPES		
YOUTH EDUCATION ORIENTED	44	27
GENERAL EDITORIAL - MASS	39	23
NEWS WEEKLIES	33	23
GENERAL EDITORIAL - CLASS	23	8
FEMALE SPECIAL INTEREST	9	3
OTHER SPECIAL INTEREST	21	17
BASE TOTAL NUMBER ANSWERING	1165	71

TABLE 5

NUMBER OF YEARS TEACHING AND EFFECT ON USE OF MAGAZINES

	1ST YEAR	2-5 YEARS	6-10 YEARS	11-15 YEARS	16-20 YEARS	MORE THAN 20 YEARS
	%	%	%	%	%	%
ALL MAGAZINE USERS	65	69	69	67	65	65
USERS OF MAGAZINE TYPES						
YOUTH EDUCATION ORIENTED	35	44	41	43	48	44
GENERAL EDITORIAL - MASS	33	36	37	42	38	40
NEWS WEEKLIES	36	33	31	38	26	32
GENERAL EDITORIAL - CLASS	14	19	16	27	33	29
FEMALE SPECIAL INTEREST	6	10	7	11	7	10
OTHER SPECIAL INTEREST	16	21	19	24	20	22
BASE TOTAL NUMBER ANSWERING	96	319	309	201	123	186

TABLE 6

AGE OF TEACHER AND EFFECT ON USE OF MAGAZINES

	20-29 YEARS	30-39 YEARS	40-49 YEARS	50-59 YEARS	60 YEARS OR MORE
	%	%	%	%	%
ALL MAGAZINE USERS	65	71	65	68	68
USERS OF MAGAZINE TYPES					
YOUTH EDUCATION ORIENTED	40	42	45	47	47
GENERAL EDITORIAL - MASS	34	40	38	41	45
NEWS WEEKLIES	33	37	29	31	30
GENERAL EDITORIAL - CLASS	16	22	25	32	30
FEMALE SPECIAL INTEREST	8	10	9	10	9
OTHER SPECIAL INTEREST	19	20	23	22	19
BASE TOTAL NUMBER ANSWERING	424	343	266	154	47

TABLE 7

SEX OF TEACHER AND EFFECT ON USE OF MAGAZINES

	FEMALE %	MALE %
ALL MAGAZINE USERS	69	65
USERS OF MAGAZINE TYPES		
YOUTH EDUCATION ORIENTED	49	36
GENERAL EDITORIAL - MASS	40	35
NEWS WEEKLIES	29	37
GENERAL EDITORIAL - CLASS	23	21
FEMALE SPECIAL INTEREST	13	4
OTHER SPECIAL INTEREST	18	23
BASE TOTAL NUMBER ANSWERING	649	589

TABLE

TEACHING PROGRAM AND EFFECT ON USE OF MAGAZINE

	PROGRAM SCHEDULED BY TEACHER IN STANDARD ALLOTMENTS OF TIME	PROGRAM SHOULD BE FLEXIBLY BASED UPON PUPILS INTERESTS AND ABILITIES
	%	%
ALL MAGAZINE USERS	54	70
USERS OF MAGAZINE TYPES		
YOUTH EDUCATION ORIENTED	32	45
GENERAL EDITORIAL - MASS	29	39
NEWS WEEKLIES	23	35
GENERAL EDITORIAL - CLASS	18	23
FEMALE SPECIAL INTEREST	5	20
OTHER SPECIAL INTEREST	17	32
BASE TOTAL NUMBER ANSWERING	210	986

TABLE 9

TEACHING GOALS AND EFFECT ON USE OF MAGAZINES

	HIGH STANDARDS IN THE SUBJECT TAUGHT	ACADEMIC ACHIEVEMENT UNIMPORTANT
	%	%
ALL MAGAZINE USERS	65	73
USERS OF MAGAZINE TYPES		
YOUTH EDUCATION ORIENTED	41	59
GENERAL EDITORIAL - MASS	35	46
NEWS WEEKLIES	30	41
GENERAL EDITORIAL - CLASS	21	25
FEMALE SPECIAL INTEREST	8	12
OTHER SPECIAL INTEREST	20	24
BASE TOTAL NUMBER ANSWERING	903	281

TABLE 10

TEACHING METHOD AND EFFECT ON USE OF MAGAZINES

	CONTENT OF CLASSWORK SHOULD BE GUIDED BY PUPILS	PLANNING SHOULD BE LARGELY YOUR RESPONSIBILITY
	%	%
ALL MAGAZINE USERS	72	65
USERS OF MAGAZINE TYPES		
YOUTH EDUCATION ORIENTED	42	42
GENERAL EDITORIAL - MASS	47	33
NEWS WEEKLIES	38	29
GENERAL EDITORIAL - CLASS	25	20
FEMALE SPECIAL INTEREST	16	59
OTHER SPECIAL INTEREST	25	18
BASE TOTAL NUMBER ANSWERING	316	860

TABLE 11

TYPE OF SCHOOL AND EFFECT ON USE OF MAGAZINES

	JUNIOR HIGH SCHOOL %	SENIOR HIGH SCHOOL %	JUNIOR HIGH AND SENIOR HIGH SCHOOLS %
ALL MAGAZINE USERS	74	65	76
USERS OF MAGAZINE TYPES			
YOUTH EDUCATION ORIENTED	54	40	49
GENERAL EDITORIAL - MASS	42	36	44
NEWS WEEKLIES	33	32	38
GENERAL EDITORIAL - CLASS	22	25	18
FEMALE SPECIAL INTEREST	14	3	6
OTHER SPECIAL INTEREST	17	22	16
BASE TOTAL NUMBER ANSWERING	132	909	148

TABLE 12

SCHOOL ENROLLMENT AND USE OF MAGAZINES

USERS OF MAGAZINE TYPES	NUMBER OF PUPILS IN SCHOOL			
	ONE TO 999	1,000 TO 1,499	1,500 TO 1,999	2,000 OR MORE
	%	%	%	%
YOUTH EDUCATION ORIENTED	22	44	46	40
GENERAL EDITORIAL - MASS	24	41	44	31
NEWS WEEKLIES	22	33	36	34
GENERAL EDITORIAL - CLASS	13	26	27	20
FEMALE SPECIAL INTEREST	4	11	10	7
OTHER SPECIAL INTEREST	13	15	16	10
BASE TOTAL NUMBER ANSWERING	141	273	232	254

TABLE 13

GEOGRAPHICAL LOCATION OF SCHOOL AND EFFECT ON USE OF MAGAZINES

	URBAN SCHOOL %	SUB-URBAN SCHOOL %
ALL MAGAZINES USERS	67	66
USERS OF MAGAZINE TYPES		
YOUTH EDUCATION ORIENTED	44	41
GENERAL EDITORIAL - MASS	40	34
NEWS WEEKLIES	34	30
EDITORIAL - CLASS	23	21
FEMALE SPECIAL INTEREST	9	7
OTHER SPECIAL UNTEREST	21	20
BASE TOTAL NUMBER ANSWERING	803	407

TABLE 14

TYPE OF SCHOOL AND EFFECT ON USE OF MAGAZINES

	ACADEMIC SECONDARY SCHOOL	TECHNICAL/VOCATIONAL SECONDARY SCHOOL
	%	%
ALL MAGAZINE USERS	67	68
USERS OF MAGAZINE TYPES		
YOUTH EDUCATION ORIENTED	43	45
GENERAL EDITORIAL - MASS	38	42
NEWS WEEKLIES	32	42
GENERAL EDITORIAL - CLASS	21	31
FEMALE SPECIAL INTEREST	8	15
OTHER SPECIAL INTEREST	21	18
BASE TOTAL NUMBER ANSWERING	1108	60

TABLE 15

COMPOSITION OF SCHOOL AND EFFECT ON USE OF MAGAZINES

	CO-EDUCATIONAL %	NON-CO-EDUCATIONAL %
ALL MAGAZINE USERS	69	39
USERS OF MAGAZINE TYPES		
YOUTH EDUCATION ORIENTED	44	22
GENERAL EDITORIAL - MASS	39	27
NEWS WEEKLIES	33	27
GENERAL EDITORIAL - CLASS	22	18
FEMALE SPECIAL INTEREST	9	1
OTHER SPECIAL INTEREST	21	15
BASE TOTAL NUMBER ANSWERING	1127	85

TABLE 16

TYPE OF SCHOOL AND EFFECT ON USE OF MAGAZINES

	PUBLIC SCHOOL %	PRIVATE-SECULAR RELIGIOUS SCHOOL %
ALL MAGAZINE USERS	69	41
USERS OF MAGAZINE TYPES		
YOUTH EDUCATION ORIENTED	45	17
GENERAL EDITORIAL - MASS	39	25
NEWS WEEKLIES	33	25
GENERAL EDITORIAL - CLASS	22	17
FEMALE SPECIAL INTEREST	10	-
OTHER SPECIAL INTEREST	21	15
BASE TOTAL NUMBER ANSWERING	1157	75

TABLE 17

SOURCE OF RECOMMENDATION FOR ORDERING MAGAZINES

ORDERING OF MAGAZINE IS...	ALL MAGAZINE USERS	YOUTH EDUC.OR -IENTED	GENERAL EDIT- ORIAL MASS	NEWS WEEK- LIES	GENERAL EDIT- ORIAL CLASS	FEMALE SPEC- IAL IN- TEREST	OTHER SPEC- IAL IN- TEREST
	%	%	%	%	%	%	%
LEFT ENTIRELY UP TO TEACHER WHETHER OR NOT TO ORDER MAGAZINE	73	68	72	64	71	78	82
RECOMMENDED ON A SCHOOL SYSTEM-WIDE BASIS	16	20	18	17	21	11	12
RECOMMENDED BY OTHER OFFICIALS IN SCHOOL SYSTEM	10	11	10	8	9	11	6
RECOMMENDED BY PRINCIPAL OF SCHOOL FOR CLASS USE	1	1	1	1	-	-	-
BASE TOTAL NUMBER ANSWERING	375	243	214	172	131	54	106

TABLE 18

SUBJECT TAUGHT AND EFFECT ON USE OF MAGAZINES

	ALL TEACHERS	ENGLISH	SOCIAL STUDIES	SCIENCE	FOREIGN LANG-UAGE	HOME ECO-NOMICS	MUSIC ART DRAMA	MATH-EMATICS
	%	%	%	%	%	%	%	%
MAGAZINES USED								
REGULARLY	35	35	41	24	30	50	48	9
OCCASIONALLY	65	65	59	76	70	50	52	91
BASE TOTAL NUMBER ANS-WERING	878	313	233	135	73	46	44	33

GRADE TAUGHT AND EFFECT ON USE OF MAGAZINES

	ALL TEACHERS	GRADE TAUGHT					
		7TH	8TH	9TH	10TH	11TH	12TH
	%	%	%	%	%	%	%
MAGAZINES USED							
REGULARLY	35	34	35	37	36	36	37
OCCASIONALLY	65	66	65	63	64	64	63
BASE TOTAL NUMBER ANS-WERING	878	105	117	257	419	446	444

TABLE 19

NUMBER OF YEARS TEACHING AND EFFECT ON USE OF MAGAZINES

	ALL TEACHERS	1ST YEAR	2-5 YEARS	6-10 YEARS	11-15 YEARS	16-20 YEARS	MORE THAN 20 YEARS
	%	%	%	%	%	%	%
MAGAZINES USED...							
REGULARLY	35	31	39	34	30	30	42
OCCASIONALLY	65	69	61	66	70	70	58
BASE TOTAL NUMBER ANSWERING	878	62	231	222	141	83	129

NUMBER OF YEARS USING MAGAZINES AND EFFECT ON USE OF MAGAZINES

	ALL TEACHERS	1ST YEAR	2 YEARS	3 YEARS	4 YEARS	5 YEARS	6-10 YEARS	11-15 YEARS	MORE THAN 15 YEARS
	%	%	%	%	%	%	%	%	%
MAGAZINES USED...									
REGULARLY	35	33	31	56	46	35	40	29	32
OCCASIONALLY	65	67	69	44	54	65	60	71	68
BASE TOTAL NUMBER ANSWERING	461	61	55	36	28	37	102	34	53

TABLE 20

TEACHING ORIENTATION AND EFFECT ON USE OF MAGAZINES

	PROGRAM SCHEDULED BY TEACHER IN STANDARD ALLOTMENTS OF TIME	PROGRAM SHOULD BE FLEXIBLY BASED UPON PUPILS INTERESTS AND ABILITIES
	%	%
MAGAZINES USED...		
REGULARLY	33	35
OCCASIONALLY	67	65
BASE TOTAL NUMBER ANSWERING	117	727

	HIGH STANDARDS IN THE SUBJECT TAUGHT	ACADEMIC ACHIEVEMENT UNIMPORTANT
	%	%
MAGAZINES USED...		
REGULARLY	34	40
OCCASIONALLY	66	60
BASE TOTAL NUMBER ANSWERING	617	218

TABLE 20

TEACHING ORIENTATION AND EFFECT ON USE OF MAGAZINES

	CONTENT OF CLASSWORK SHOULD BE GUIDED BY PUPILS	PLANNING SHOULD BE LARGELY YOUR RESPONSIBILITY
	%	%
MAGAZINES USED...		
REGULARLY	39	33
OCCASIONALLY	61	67
BASE TOTAL NUMBER ANSWERING	247	573

TABLE 21

EFFECT OF SUBJECT AND GRADE TAUGHT ON MAGAZINE USAGE

HOW MAGAZINES ARE USED	GRADES 10 THROUGH 12						
	ENGLISH	SOCIAL STUDIES	SCIENCE	FOREIGN LANGUAGE	HOME ECONOMICS	MUSIC ART DRAMA	MATHEMATICS
	%	%	%	%	%	%	%
AS BASIS FOR CLASS DISCUSSION	88	93	84	93	88	76	73
TO ENCOURAGE STUDENT READING	85	83	69	81	62	62	82
AT-SEAT WORK BY INDIVIDUAL STUDENTS	61	43	27	63	50	57	9
TO OBTAIN DISPLAY MATERIAL	59	44	45	59	81	86	55
HOMEWORK ASSIGNMENTS	57	61	42	63	54	52	29
BASIS FOR CLASS PROJECTS	54	49	44	41	69	76	45
STUDENT FREE-TIME ACTIVITY	50	37	33	59	81	86	55
CERTAIN MATERIAL CUT OUT BY STUDENTS FOR SUBJECT REFERENCE	29	28	38	11	81	48	27
STUDENT TESTING IN CLASS	23	28	13	22	4	-	9
BASE TOTAL NUMBER ANSWERING	130	94	55	27	26	21	11

TABLE 22

EFFECT OF SUBJECT AND GRADE TAUGHT ON MAGAZINE USAGE

HOW MAGAZINES ARE USED	GRADES 7 THROUGH 9						
	ENGLISH	SOCIAL STUDIES	SCIENCE	FOREIGN LANG-UAGE	HOME ECON-OMICS	MUSIC ART DRAMA	MATH-EMATICS
	%	%	%	%	%	%	%
AS BASIS FOR CLASS DISCUSSION	95	95	95	93	93	79	86
TO ENCOURAGE STUDENT READING	87	82	77	80	60	64	86
TO OBTAIN DISPLAY MATERIAL	68	58	64	80	80	79	57
STUDENT FREE-TIME ACTIVITY	64	50	41	47	40	29	29
T-SEAT WORK BY INDIVIDUAL STUDENTS	64	61	27	73	40	43	14
BASIS FOR CLASS PROJECT	61	53	68	40	60	79	86
HOMEWORK ASSIGNMENTS	45	45	32	53	40	43	43
CERTAIN MATERIAL CUT OUT BY STUDENTS FOR SUBJECT REFERENCE	36	37	50	20	87	50	43
STUDENT TESTING IN CLASS	24	32	18	7	-	-	-
BASE TOTAL NUMBER ANSWERING	76	38	22	15	15	14	7

TABLE 23

TEACHING EXPERIENCE AND EFFECT ON MAGAZINE USAGE

HOW MAGAZINES ARE USED	NUMBER OF YEARS TEACHING					
	1ST YEAR	2-5 YEARS	6-10 YEARS	11-15 YEARS	16-20 YEARS	20 YEARS OR MORE
	%	%	%	%	%	%
AS BASIS FOR CLASS DISCUSSION	85	88	83	88	87	82
TO ENCOURAGE STUDENT READING	79	75	72	75	79	88
AT-SEAT WORK BY INDIVIDUAL STUDENTS	58	57	42	48	49	42
TO OBTAIN DISPLAY BASIS FOR CLASS						
PROJECT MATERIAL	55	58	47	64	49	55
	55	60	57	61	55	48
STUDENT FREE-TIME ACTIVITY	48	52	45	51	32	48
HOMEWORK ASSIGNMENTS	42	52	50	54	53	42
CERTAIN MATERIAL CUT OUT BY STUDENTS FOR SUBJECT REFERENCE	24	39	36	33	28	33
STUDENT TESTING IN CLASS	6	20	17	20	13	24
BASE TOTAL NUMBER ANSWERING	33	121	109	69	53	67

TABLE 24

NUMBER OF YEARS USING MAGAZINES AND EFFECT ON MAGAZINE USAGE

HOW MAGAZINES ARE USED	NUMBER OF YEARS USING MAGAZINES							
	1ST YEAR	2 YEARS	3 YEARS	4 YEARS	5 YEARS	6-10 YEARS	11-15 YEARS	15 YEARS OR MORE
	%	%	%	%	%	%	%	%
AS BASIS FOR CLASS DISCUSSION	87	91	72	79	81	90	88	78
TO ENCOURAGE STUDENT READING	79	82	81	71	76	76	71	84
AT-SEAT WORK BY INDIVIDUAL STUDENTS	59	47	53	57	51	47	59	45
STUDENT FREE-TIME ACTIVITY	52	47	44	54	38	48	65	39
TO OBTAIN DISPLAY MATERIAL	49	58	44	61	57	58	62	57
BASIS FOR CLASS PROJECT	48	53	53	57	57	55	65	49
HOMEWORK ASSIGNMENTS	43	51	53	54	46	55	41	53
CERTAIN MATERIAL CUT OUT BY STUDENTS FOR SUBJECT REFERENCE	34	31	28	46	30	32	50	33
STUDENT TESTING IN CLASS	13	13	25	29	22	21	24	16
BASE TOTAL NUMBER ANSWERING	61	55	36	28	37	101	34	51

TABLE 25

HOW MAGAZINES ARE USED IN CLASSROOM

	ALL MAGAZINE USERS	YOUTH EDUC.ORIENTED	GENERAL EDITORIAL MASS	NEWS WEEKLIES	GENERAL EDITORIAL CLASS	FEMALE SPECIAL INTEREST	OTHER SPECIAL INTEREST
	%	%	%	%	%	%	%
AS BASIS FOR CLASS DISCUSSION	85	88	86	88	83	78	80
TO ENCOURAGE STUDENT READING	76	77	80	79	83	71	68
TO OBTAIN DISPLAY MATERIAL	57	58	62	60	61	69	60
BASIS FOR CLASS PROJECT	54	55	57	58	58	73	53
HOMEWORK ASSIGNMENTS	49	48	53	53	57	54	50
AT-SEAT WORK BY INDIVIDUAL STUDENTS	48	51	47	43	43	58	43
STUDENT FREE-TIME ACTIVITY	46	49	46	43	44	47	45
CERTAIN MATERIAL CUT OUT BY STUDENTS FOR SUBJECT REFERENCE	35	36	41	38	39	58	36
STUDENT TESTING IN CLASS	18	20	43	16	17	8	11
BASE TOTAL NUMBER ANSWERING	437	276	239	205	144	59	120

TOTAL RESPONSES EXCEED 100% DUE TO MULTIPLE MENTION.

TABLE 26

MOST IMPORTANT REASONS FOR USING MAGAZINES

REASONS...	ALL MAGAZINE USERS	YOUTH EDUC.ORIENTED	GENERAL EDITORIAL MASS	NEWS WEEKLIES	GENERAL EDITORIAL CLASS	FEMALE SPECIAL INTEREST	OTHER SPECIAL INTEREST
	%	%	%	%	%	%	%
ARTICLES UPDATE CURRICULM	27	26	29	27	25	33	34
CONTAINS PROVOCATIVE SUBJECTS	26	29	22	23	25	21	22
PROVIDES COVERAGE	16	13	15	18	15	7	9
PROVIDES IN-DEPTH COVERAGE	7	6	7	8	10	7	9
MAKES CONTENTS READILY UNDERSTOOD	6	7	6	5	7	10	6
ARTICLES DEAL WITH SUBJECTS IN CURRICULM	5	4	6	7	5	3	5
ENERATE STUDENTS INTEREST	5	5	4	4	7	7	6
ORGANIZATION AND CONTENT IS FLEXIBLY USED	4	5	6	3	2	9	4
STUDENTS IDENTIFY WITH CONTENTS	4	4	5	5	2	2	4
ACCOMPANIED BY A TEACHING GUIDE	1	1	1	1	1	-	-
CONTAINS FEATURES WHICH HELP TO EVALUATE YOUR STUDENTS	-	-	-	1	1	2	-
BASE TOTAL NUMBER ANSWERING	421	265	230	198	138	58	116

TABLE 27

DEGREE OF SATISFACTION WITH MAGAZINES

DEGREE OF SATISFACTION...	ALL MAGAZINE USERS	YOUTH EDUC.ORIENTED	GENERAL EDITORIAL MASS	NEWS WEEKLIES	GENERAL EDITORIAL CLASS	FEMALE SPECIAL INTEREST	OTHER SPECIAL INTEREST
	%	%	%	%	%	%	%
VERY SATISFIED	57	53	50	47	53	59	61
SOMEWHAT SATISFIED	39	43	46	50	43	40	35
NOT SATISFIED	4	4	4	3	4	1	4
BASE TOTAL NUMBER ANSWERING	812	467	403	341	242	96	199

TABLE 28

COMMENTS UNDERLYING LEVELS OF SATISFACTION WITH MAGAZINES

	ALL MAGAZINE USERS	YOUTH EDUC.OR -IENTED	GENERAL EDIT- ORIAL MASS	NEWS WEEK- LIES	GENERAL EDIT- ORIAL CLASS	FEMALE SPEC- IAL IN- TEREST	OTHER SPEC- IAL IN- TEREST
IMENTS...	%	%	%	%	%	%	%
RENT/TIMELY	26	27	29	28	30	27	29
I BE CORRELATED WITH UBJECT MATTER	19	13	22	13	25	37	20
IVATES LEISURE EADING, HAS NTERESTING ARTICLES	15	9	18	10	16	38	10
D TO CORRELATE WITH UBJECT/NOT RELEVANT	13	12	10	10	11	13	14
IGNED FOR STUDENTS, EACHES STUDENTS	11	15	12	9	10	18	10
IETY OF CONTENT, HAS PINIONS, DIFFERENT OINTS	9	11	11	8	6	7	8
TO READ/UNDERSTAND EASY VOCABULARY	8	9	7	5	5	8	6
ICLES ARE WELL/ BETTER WRITTEN/ RGANIZED	7	6	6	8	8	1	10
PICTURES, MORE OLORFUL, ATTRACTIVE	6	5	7	6	9	7	6
E FACTUAL, AUTHENTIC ESS BIASED	5	4	6	4	6	3	4
ISFIES VARIOUS TYPES F STUDENTS	4	24	6	11	5	5	3
E TOTAL BER ANSWERING	660	435	334	317	198	87	204

AL RESPONSES EXCEED 100% DUE TO MULTIPLE MENTIONS.

TABLE 29

WHO BENEFITS MOST FROM MAGAZINES

	ALL MAGAZINE USERS	YOUTH EDUC.ORIENTED	GENERAL EDITORIAL MASS	NEWS WEEKLIES	GENERAL EDITORIAL CLASS	FEMALE SPECIAL INTEREST	OTHER SPECIAL INTEREST
	%	%	%	%	%	%	%
ALL BENEFIT ABOUT EQUALLY	39	39	41	40	38	55	43
STUDENTS FROM CULTURALLY AVERAGE HOMES	31	28	28	30	31	20	33
STUDENTS FROM CULTURALLY DEPRIVED HOMES	18	23	20	16	17	21	10
STUDENTS FROM CULTURALLY ENRICHED HOMES	12	10	12	14	15	4	14
BASE TOTAL NUMBER ANSWERING	381	243	217	177	132	55	107

TABLE 29

WHO BENEFITS MOST FROM MAGAZINES

	ALL MAGAZINE USERS	YOUTH EDUC.ORIENTED	GENERAL EDITORIAL MASS	NEWS WEEKLIES	GENERAL EDITORIAL CLASS	FEMALE SPECIAL INTEREST	OTHER SPECIAL INTEREST
	%	%	%	%	%	%	%
ALL ABILITY STUDENTS BY AND LARGE	45	44	52	46	51	70	53
AVERAGE STUDENTS	26	25	25	28	22	10	19
ABOVE AVERAGE STUDENTS	19	17	14	16	22	11	25
LESS ABLE STUDENTS	10	14	11	10	8	9	3
BASE TOTAL NUMBER ANSWERING	382	245	216	177	132	55	107

TABLE 30

FEATURES DESIRED IN AN IDEAL MAGAZINE

	ALL MAGAZINE USERS	YOUTH EDUC.ORIENTED	GENERAL EDITORIAL MASS	NEWS WEEKLIES	GENERAL EDITORIAL CLASS	FEMALE SPECIAL INTEREST	OTHER SPECIAL INTEREST
	%	%	%	%	%	%	%
ILLUSTRATIVE PICTURES, DRAWINGS	88	88	88	91	88	91	91
NON-FICTION ARTICLES, FEATURES	86	87	85	85	85	89	84
STUDENTS FOLLOW-UP PROJECT SUGGESTIONS	76	77	76	79	76	76	79
CARTOONS	76	80	79	79	77	84	70
STUDENT-TESTING SECTION	70	71	69	67	71	64	62
GUIDE TO MOVIES, TV, RADIO PRESENTATIONS	67	70	72	73	73	64	64
STUDENT SELF-IMPROVEMENT SECTION	67	73	72	66	68	82	64
CALENDAR OF FORTHCOMING EVENTS IN THE NATION	66	65	68	78	72	60	68
GAMES, PUZZLES, ETC.	64	71	65	64	59	64	60
LETTERS TO THE EDITOR SECTION	63	64	63	68	61	73	66
SHORT FICTION STORIES	60	67	64	58	65	62	46
POETRY	53	59	53	51	59	62	43
DRAMA - PLAYS OR EXCERPTS	43	50	46	42	47	56	35
ADVERTISEMENTS FOR STUDENTS	42	47	41	38	35	51	42
BOOK-LENGTH STORY - NOVEL	19	19	21	19	20	24	14
BASE TOTAL NUMBER ANSWERING	377	245	218	187	124	45	129

TOTAL RESPONSES EXCEED 100% DUE TO MULTIPLE MENTION.

TABLE 31

FEATURES NOT DESIRED IN AN IDEAL MAGAZINE

	ALL MAGAZINE USERS	YOUTH EDUC.ORIENTED	GENERAL EDITORIAL MASS	NEWS WEEKLIES	GENERAL EDITORIAL CLASS	FEMALE SPECIAL INTEREST	OTHER SPECIAL INTEREST
	%	%	%	%	%	%	%
BOOK-LENGTH STORY, NOVEL	78	80	75	80	77	66	84
DRAMA, PLAYS OR EXCERPTS	47	41	42	48	45	34	54
ADVERTISEMENTS FOR STUDENTS	45	43	49	50	55	26	40
POETRY	36	40	34	36	28	40	44
SHORT FICTION, STORIES	29	25	28	30	27	23	41
LETTERS TO THE EDITOR SECTION	24	23	25	22	21	20	21
IMPROVEMENT SECTION	23	17	20	26	24	17	23
STUDENT SELF-GAMES, PUZZLES, ETC.	22	16	24	23	32	17	26
GUIDES TO TV, MOVIES, RADIO PRESENTATIONS	22	19	18	16	14	26	22
STUDENT-TESTING SECTION	21	21	22	23	24	26	29
CALENDAR OF FORTHCOMING EVENTS IN THE NATION	19	19	16	13	11	34	14
CARTOONS	13	11	12	11	15	14	19
STUDENT FOLLOW-UP PROJECT SUGGESTIONS	12	10	12	10	11	11	10
NON-FICTION ARTICLES, FEATURES	8	8	10	10	9	14	10
ILLUSTRATIVE PICTURES, DRAWINGS	4	2	3	3	6	6	1
BASE TOTAL NUMBER ANSWERING	304	191	173	149	98	35	102

TOTAL RESPONSES EXCEED 100% DUE TO MULTIPLE MENTION.

TABLE 32

IMPORTANCE OF HAVING ADVANCED NOTICE OF THE CONTENTS OF THE FUTURE ISSUES OF MAGAZINES

	ALL MAGAZINE USERS	YOUTH EDUC.ORIENTED	GENERAL EDITORIAL MASS	NEWS WEEKLIES	GENERAL EDITORIAL CLASS	FEMALE SPECIAL INTEREST	OTHER SPECIAL INTEREST
	%	%	%	%	%	%	%
VERY IMPORTANT	32	35	36	34	43	35	30
SOMEWHAT IMPORTANT	37	41	40	39	34	40	38
NEITHER IMPORTANT NOR UNIMPORTANT	18	15	13	15	12	16	19
SOMEWHAT UNIMPORTANT	7	6	6	7	8	7	7
VERY UNIMPORTANT	6	4	5	6	3	2	7
BASE TOTAL NUMBER ANSWERING	350	234	200	176	115	43	121

TABLE 33

HOW MUCH ADVANCE NOTICE IS NEEDED IN ORDER TO BE ABLE TO SCHEDULE IT FOR USE IN CLASS

	ALL MAGAZINE USERS	YOUTH EDUC.OR-IENTED	GENERAL EDIT-ORIAL MASS	NEWS WEEK-LIES	GENERAL EDIT-ORIAL CLASS	FEMALE SPEC-IAL IN-TEREST	OTHER SPEC-IAL IN-TEREST
	%	%	%	%	%	%	%
TWO WEEKS OR LESS	53	53	54	54	50	42	59
THREE WEEKS	22	22	20	17	17	24	17
ONE MONTH	15	16	14	16	20	18	14
FIVE WEEKS	2	1	1	1	2	-	1
SIX WEEKS	5	5	5	4	6	13	5
MORE THAN SIX WEEKS	5	3	5	5	5	2	4
BASE TOTAL NUMBER ANSWERING	331	230	193	167	110	45	114

TABLE 34

IMPORTANCE OF TEACHING GUIDE IN UTILIZING MAGAZINES

	ALL MAGAZINE USERS	YOUTH EDUC.-ORIENTED	GENERAL EDITORIAL MASS	NEWSWEEKLIES	GENERAL EDITORIAL CLASS	FEMALE SPECIAL INTEREST	OTHER SPECIAL INTEREST
	%	%	%	%	%	%	%
VERY IMPORTANT	22	27	27	23	27	28	20
SOMEWHAT IMPORTANT	31	34	35	31	36	35	29
NEITHER IMPORTANT NOR UNIMPORTANT	25	21	22	22	19	23	20
SOMEWHAT UNIMPORTANT	10	11	7	10	5	5	13
VERY UNIMPORTANT	12	7	10	15	13	9	17
BASE TOTAL NUMBER ANSWERING	352	235	200	176	116	43	123

TABLE 35

INCIDENCE AND DEGREE OF USE OF EDUCATIONAL MEDIA

MEDIA...	USE MEDIUM %	USE MEDIUM REGULARLY %	USE MEDIUM OCCASIONALLY %
MAGAZINES	70	33	49
BOOKS -			
SUPPLEMENTARY	66	46	34
RECORD/TAPES	57	24	42
NEWSPAPERS	56	20	45
FILMSTRIPS, SLIDES, TRANSPARENCIES	35	39	47
PROFESSIONAL GRAPHICS/ VISUALS - CHARTS, MAPS	31	39	36
MOVIES	31	29	45
TELEVISION - COMMERCIAL EDUCATIONAL, CLOSED-CIRCUIT	11	4	20
RADIO	5	1	9
BASE TOTAL NUMBER ANSWERING	1254	944	1154

TABLE 36

SINGLE MEDIUM USED MOST FREQUENTLY IN CLASS

MEDIA...	GRADES 7 THROUGH 9					
	ENGLISH	SOCIAL STUDIES	SCIENCE	FOREIGN LANG-UAGE	MUSIC ART DRAMA	OTHER
	%	%	%	%	%	%
BOOKS - SUPPLEMENTARY	21	19	6	14	19	18
FILMSTRIPS, SLIDES, TRANSPARENCIES	9	11	16	5	19	15
MAGAZINES	18	12	8	9	7	11
MOVIES	7	9	29	3	15	9
RECORD/TAPES	16	1	-	26	15	2
PROFESSIONAL GRAPHICS/ VISUALS - CHARTS, MAPS	1	9	8	3	-	11
RADIO	1	1	1	-	-	-
BASE TOTAL NUMBER ANSWERING	163	127	77	58	27	127

TABLE 36

SINGLE MEDIUM USED MOST FREQUENTLY IN CLASS

	GRADES 10 THROUGH 12					
MEDIA...	ENGLISH	SOCIAL STUDIES	SCIENCE	FOREIGN LANG-UAGE	MUSIC ART DRAMA	OTHER
	%	%	%	%	%	%
FILMSTRIPS, SLIDES, TRANSPARENCIES	7	23	24	20	29	19
BOOKS - SUPPLEMENTARY	22	14	6	10	18	16
MAGAZINES	23	10	10	6	-	16
MOVIES	6	7	22	10	24	12
PROFESSIONAL GRAPHICS/ VISUALS - CHARTS, MAPS	7	6	16	4	12	13
RECORD/TAPES	9	1	2	18	12	4
NEWSPAPERS	7	12	2	2	6	4
BASE TOTAL NUMBER ANSWERING	96	69	50	50	17	83

TABLE 37

PRESENT USAGE OF MEDIA AS COMPARED WITH PREVIOUS SCHOOL YEAR

ALL TEACHERS

MEDIA...	USE MUCH MORE	HAVE STARTED USING	USE SAME AMOUNT AS LAST YEAR	USE MUCH LESS THIS YEAR	HAVE STOPPED USING	DID NOT USE THIS YEAR OR LAST	TOTAL NUMBER ANSWERING
	%	%	%	%	%	%	#
BOOKS - SUPPLEMENTARY	22	8	53	4	1	12	400
FILMSTRIPS, SLIDES, TRANSPARENCIES	21	8	51	10	3	7	435
NEWSPAPERS	16	4	44	9	4	23	387
MAGAZINES	15	7	52	10	2	14	408
RECORDS/TAPES	14	8	48	10	2	18	389
MOVIES	12	6	54	14	4	10	415
PROFESSIONAL GRAPHICS/ VISUALS - CHARTS MAPS	12	4	65	5	-	14	368
TELEVISION - COMMERCIAL, EDUCATIONAL, CLOSED-CIRCUIT	4	5	21	11	5	54	335
RADIO	1	1	11	11	2	74	309

TABLE 38

REASONS FOR REDUCED USAGE OF SPECIFIC MEDIA

ALL TEACHERS

REASONS...	MAGAZINES %	NEWSPAPERS %	BOOKS SUPPLEMENTARY %	FILMSTRIPS SLIDES TRANSPARENCIES %
LACK OF TIME/ DIFFICULTY OF FITTING INTO SCHEME	31	27	5	16
NOT APPROPRIATE FOR TEACHING SUBJECT	22	25	26	9
TOO COSTLY	13	10	5	-
CHANGES IN CURRICULUM	13	13	16	9
MONEY NOT AVAILABLE FROM DISTRICT/SCHOOL	11	2	5	4
NOT APPROPRIATE READING /UNDERSTANDING LEVEL	11	8	16	9
CHILDREN WOULD NOT BUY -CHILDREN DO NOT USE	4	6	..	-
NOT AVAILABLE ON TIME	4	-	5	20
CONTENT UNSATISFACTORY	4	4	-	13
LOW LEVEL OF STUDENT INTEREST/ATTENTION	4	4	11	9
OTHER	4	2	16	5
BASE TOTAL NUMBER ANSWERING	45	48	19	56

TOTAL RESPONSES EXCEED 100% DUE TO MULTIPLE MENTION.

TABLE 39

REASONS FOR REDUCED MEDIA OF SPECIFIC MEDIA

	ALL TEACHERS			
REASONS...	RECORDS /TAPES	MOVIES	TELEVISION COMMERCIAL, EDUCATIONAL CLOSED-CIRCUIT	RADIO
	%	%	%	%
FACILITIES NOT AVAILABLE, IN POOR CONDITION	30	41	42	22
NOT AVAILABLE ON TIME	19	36	35	33
LACK OF TIME/ DIFFICULTY OF FITTING INTO SCHEME	14	9	2	3
NOT APPROPRIATE FOR TEACHING SUBJECT	14	14	10	25
LOW LEVEL OF STUDENT INTEREST/ATTENTION	14	4	4	22
CHANGES IN CURRICULUM	9	-	2	-
CONTENT UNSATISFACTORY	5	34	2	3
MONEY NOT AVAILABLE FROM DISTRICT/SCHOOL	2	3	-	3
OTHER	2	3	4	-
BASE TOTAL NUMBER ANSWERING	43	14	48	36

TOTAL RESPONSES EXCEED 100% DUE TO MULTIPLE MENTION.

TABLE 40

CHANGES IN CURRICULUM AND SCHEDULING ARRANGEMENTS OVER THE PAST YEAR

	ALL TEACHERS	MAGAZINE USERS
	%	%
HAVE UNDERGONE CHANGES IN CURRICULUM AND SCHEDULING ARRANGEMENTS	19	18
HAVE NOT UNDERGONE CHANGES IN CURRICULUM AND SCHEDULING ARRANGEMENTS	81	82
BASE TOTAL NUMBER ANSWERING	569	398

CHANGES IN CURRICULUM AND SCHEDULING ARRANGEMENTS IN THE USE OF SUPPLEMENTARY INSTRUCTIONAL MEDIA OVER THE PAST YEAR

	ALL TEACHERS	MAGAZINE USERS
	%	%
CHANGES IN CURRICULUM HAVE AFFECTED USE OF MEDIA	67	67
CHANGES IN CURRICULUM HAVE NOT AFFECTED USE OF MEDIA	33	33
BASE TOTAL NUMBER ANSWERING	100	69

TABLE 41

DIRECTION OF CHANGE IN USE OF SUPPLEMENTARY INSTRUCTIONAL MEDIA DUE TO REORGANIZATION OF CURRICULUM OR SCHEDULING ARRANGEMENTS

MEDIA...	USE MORE	USE LESS	STARTED USING	STOPPED USING
	%	%	%	%
BOOK - SUPPLEMENTARY	62	8	22	-
FILMSTRIPS, SLIDES, TRANSPARENCIES	56	35	17	14
MOVIES	40	23	39	14
MAGAZINES	38	19	11	36
RECORD/TAPES	36	19	44	7
PROFESSIONAL GRAPHICS/ VISUALS - CHARTS, MAPS	34	23	-	7
NEWSPAPERS	24	15	11	36
TELEVISION - COMMERCIAL EDUCATIONAL, CLOSED-CIRCUIT	4	8	36	6
RADIO	-	4	-	36
BASE TOTAL NUMBER ANSWERING	50	26	18	7

TOTAL RESPONSES EXCEED 100% DUE TO MULTIPLE MENTION.

TABLE 42

AVAILABILITY AND DESIRE FOR INSTRUCTIONAL MEDIA

/AMONG NON-USERS OF SPECIFIC MEDIA/

MEDIA...	ALL TEACHERS: MATERIALS DESIRED BY TEACHERS WHICH ARE NOT PRESENTLY AVAILABLE IN CLASSROOM %	ALL TEACHERS: MATERIALS AVAILABLE IN CLASSROOM BUT NOT USED BY TEACHERS %
TELEVISION - COMMERCIAL EDUCATIONAL, CLOSED-CIRCUIT	24	37
BOOKS - SUPPLEMENTARY	15	26
FILMSTRIPS, SLIDES, TRANSPARENCIES	13	31
MOVIES	13	25
MAGAZINES	10	28
NEWSPAPERS	10	26
RECORD/TAPES	7	26
PROFESSIONAL GRAPHICS/ VISUALS - CHARTS, MAPS	6	22
RADIO	2	31
BASE TOTAL NUMBER ANSWERING	334	359

TABLE 43

POSITIVE COMMENTS RELATING TO EDUCATIONAL MEDIA

MEDIA...	ALL TEACHERS		
	EASILY INCORPORATED	VERY INTERESTING	EASILY UNDERSTOOD
	%	%	%
FILMSTRIPS, SLIDES, TRANSPARENCIES	59	50	59
MOVIES	50	63	57
PROFESSIONAL GRAPHICS/ VISUALS - CHARTS, MAPS	54	34	52
RECORD/TAPES	48	45	37
TELEVISION - COMMERCIAL EDUCATIONAL, CLOSED-CIRCUIT	26	48	35
MAGAZINES	49	55	2
BOOKS - SUPPLEMENTARY	56	34	26
NEWSPAPERS	42	30	21
RADIO	24	19	2
BASE TOTAL NUMBER ANSWERING			

TABLE 44

TEACHING AIDS CHOSEN FOR COMBINED USE WITH MAGAZINES

MAGAZINES AND...	ALL TEACHERS	YOUTH EDUC.-ORIENTED	GENERAL EDITORIAL MASS	NEWS WEEKLIES	GENERAL EDITORIAL CLASS	FEMALE SPECIAL INTEREST	OTHER SPECIAL INTEREST
	%	%	%	%	%	%	%
FILMSTRIPS, SLIDES, TRANSPARENCIES	21	19	14	15	17	40	29
NEWSPAPERS	19	19	29	36	30	40	35
BOOKS - SUPPLEMENTARY	14	11	12	8	10	10	3
MOVIES	12	11	14	10	10	-	6
BOOKS - TEXT	11	15	8	5	7	10	3
RECORDS/TAPES	11	11	8	5	7	-	13
TELEVISION - COMMERCIAL, EDUCATIONAL, CLOSED-CIRCUIT	11	15	12	18	13	-	10
PROFESSIONAL GRAPHICS/ VISUALS CHARTS, MAPS	2	-	1	3	7	-	-
BASE TOTAL NUMBER ANSWERING	94	54	49	39	30	10	31

TABLE 45

REASONS FOR USING MAGAZINES WITH OTHER MEDIA

	ALL TEACHERS	
	MAGAZINES AND FILMSTRIPS	MAGAZINES AND NEWSPAPERS
REASONS...	%	%
MORE COMPLETE PRESENTATION OF SUBJECT MATTER	70	61
LESSON CONTENT MORE CURRENT TO TODAYS WORLD	70	100
CLEAR EXPLANATION FOLLOWS FROM COMBINED USE	60	28
ATTENTION-HOLDING THROUGH COMBINED USE	60	56
HELP STUDENT RETAIN MATERIAL LEARNED	60	50
ALLOWS BROADER INVOLVEMENT BY DIFFERENT TYPES OF STUDENTS	50	67
GREATER DIVERSITY/ VARIETY FOR CLASS WORK	5	-
AFFORDS GREATER FLEXIBILITY	-	6
ADDITIONAL STIMULI/ INCREASE COMPREHENSION	-	6
BASE TOTAL NUMBER ANSWERING	20	18

TABLE 46

WHAT MAGAZINES CAN REPLACE AND WHAT CAN REPLACE MAGAZINES

	ALL TEACHERS	MAGAZINE USERS	NON-USERS OF MAGAZINES
	%	%	%
MAGAZINES CAN REPLACE..			
NEWSPAPERS	55	58	51
BOOKS - SUPPLEMENTARY	33	28	47
TELEVISION - COMMERCIAL, EDUCATIONAL, CLOSED-CIRCUIT	11	13	9
RADIO	8	10	4
RECORDS/TAPES	7	4	16
PROFESSIONAL GRAPHICS /VISUALS - CHARTS, MAPS	6	8	-
FILMSTRIPS, SLIDES, TRANSPARENCIES	5	3	8
MOVIES	4	3	5
BASE TOTAL NUMBER ANSWERING			

TABLE 46

WHAT MAGAZINES CAN REPLACE AND WHAT CAN REPLACE MAGAZINES

	ALL TEACHERS	MAGAZINE USERS	NON-USERS OF MAGAZINES
	%	%	%
MAGAZINES CAN BE REPLACED BY...			
NEWSPAPERS	36	46	22
BOOKS - SUPPLEMENTARY	24	20	30
FILMSTRIPS, SLIDES TRANSPARENCIES	19	17	22
TELEVISION - COMMERCIAL, EDUCATIONAL, CLOSED-CIRCUIT	14	20	4
RECORDS/TAPES	9	9	9
MOVIES	9	5	13
HOME MADE PROGRAMS	5	3	9
RADIO	3	6	-
PROFESSIONAL GRAPHICS /VISUALS - CHARTS, MAPS	2	3	-
OTHER - LECTURES, RESOURCES, PEOPLE, ETC.	12	11	13
BASE TOTAL NUMBER ANSWERING			

TABLE 47

AVERAGE NUMBER OF YEARS USING MAGAZINES AND NEWSPAPERS

MEAN NUMBER OF YEARS USING...	ALL TEACHERS	MAGAZINE USERS	NEWSPAPER USERS
MAGAZINES	7.45	7.23	8.31
NEWSPAPERS	7.00	6.93	7.13

TABLE 48

THE MAGAZINE IN COMPARISON TO THE NEWSPAPER

MAGAZINES ARE...	ALL TEACHERS	USE MAGAZINES AND NEWSPAPERS REGULARLY	USE MAGAZINES REGULARLY AND NEWSPAPERS OCCASIONALLY	USE MAGAZINES OCCASIONALLY AND NEWSPAPERS REGULARLY	USE MAGAZINES AND NEWSPAPERS OCCASIONALLY
	%	%	%	%	%
GREATLY SUPERIOR TO NEWSPAPERS	12	7	41	5	18
SOMEWHAT SUPERIOR TO NEWSPAPERS	24	56	46	15	40
ABOUT THE SAME AS NEWSPAPERS	13	24	6	38	23
SOMEWHAT INFERIOR TO NEWSPAPERS	5	11	1	26	7
GREATLY INFERIOR TO NEWSPAPERS	1	-	2	3	1
BASE TOTAL NUMBER ANSWERING	630	45	85	39	197

TABLE 49

COMMENTS UNDERLYING RATINGS OF MAGAZINES IN COMPARISON TO NEWSPAPERS

	ALL TEACHERS	USE MAGAZINES AND NEWSPAPERS REGULARLY	USE MAGAZINES REGULARLY AND NEWSPAPERS OCCASIONALLY	USE MAGAZINES OCCASIONALLY AND NEWSPAPERS REGULARLY	USE MAGAZINES AND NEWSPAPERS OCCASIONALLY
	%	%	%	%	%
COMMENTS ABOUT MAGAZINES...					
ARTICLES ARE WELL/BETTER WRITTEN/ORGANIZED	40	40	43	27	45
HAS PICTURES, MORE COLORFUL, ATTRACTIVE	26	18	31	10	30
CAN BE CORRELATED WITH SUBJECT MATTER	16	25	25	-	13
MOTIVATES LEISURE READING, HAS INTERESTING ARTICLES	14	8	25	3	13
MORE FACTUAL, AUTHENTIC LESS BIASED	12	10	16	10	11
HAS VARIETY OF CONTENT, HAS OPINION, DIFFERENT POINTS	12	15	18	17	9
NOT AS CURRENT/TIMELY	11	15	4	23	9
EASY TO READ/UNDERSTAND/EASY VOCABULARY	7	8	11	-	5
STURDY, CAN BE SAVED, USE OVER	6	10	5	3	5
DESIGNED FOR STUDENTS, REACHES STUDENTS	6	15	6	-	4
BASE TOTAL NUMBER ANSWERING	320	40	80	30	157

TOTAL RESPONSES EXCEED 100% DUE TO MULTIPLE MENTION.

TABLE 50

THE MAGAZINE IN COMPARISON TO THE NEWSPAPER

MAGAZINES ARE...	ALL MAGAZINE USERS	YOUTH EDUC.ORIENTED	GENERAL EDITORIAL MASS	NEWS WEEKLIES	GENERAL EDITORIAL CLASS	FEMALE SPECIAL INTEREST	OTHER SPECIAL INTEREST
	%	%	%	%	%	%	%
GREATLY SUPERIOR TO NEWSPAPERS	22	21	22	15	26	29	33
SOMEWHAT SUPERIOR TO NEWSPAPERS	45	50	42	46	41	47	41
ABOUT THE SAME AS NEWSPAPERS	23	21	27	29	24	16	19
SOMEWHAT INFERIOR TO NEWSPAPERS	8	7	9	9	9	8	7
GREATLY INFERIOR TO NEWSPAPERS	2	1	2	1	1	-	-
BASE TOTAL NUMBER ANSWERING	318	190	200	172	117	51	89

TABLE 51

TEACHING GEARED TO A TEXTBOOK

GRADES 10 THROUGH 12

	TOTAL	ENGLISH	SOCIAL STUDIES	SCIENCE	FOREIGN LANG-UAGE	MUSIC ART DRAMA	OTHER
	%	%	%	%	%	%	%
TEACHING IS GEARED TO A TEXTBOOK	56	55	56	74	79	15	53
TEACHING IS NOT GEARED TO A TEXTBOOK	40	40	41	24	17	85	42
BASE TOTAL NUMBER ANSWERING	472	161	116	72	42	27	118

GRADES 7 THROUGH 9

	TOTAL	ENGLISH	SOCIAL STUDIES	SCIENCE	FOREIGN LANG-UAGE	MUSIC ART DRAMA	OTHER
	%	%	%	%	%	%	%
TEACHING IS GEARED TO A TEXTBOOK	53	51	47	64	85	18	55
TEACHING IS NOT GEARED TO A TEXTBOOK	43	46	49	33	7	82	42
BASE TOTAL NUMBER ANSWERING	238	89	49	33	27	17	67

TABLE 52

THE MAGAZINE OR NEWSPAPER

AS A SUPPLEMENT TO THE TEXTBOOK

GRADE 10 THROUGH 12

	ENGLISH	SOCIAL STUDIES	SCIENCE	FOREIGN LANG-UAGE	MUSIC ART DRAMA	OTHER
	%	%	%	%	%	%
WOULD USE THE MAGAZINE AS A SUPPLEMENT TO THE TEXTBOOK	64	35	66	64	75	61
WOULD USE THE NEWSPAPER AS A SUPPLEMENT TO THE TEXTBOOK	3	15	2	-	-	2
BOTH MAGAZINE AND NEWS-PAPER EQUALLY GOOD	31	48	25	36	-	21
BASE TOTAL NUMBER ANSWERING	89	65	53	33	4	62

GRADE 7 THROUGH 9

	ENGLISH	SOCIAL STUDIES	SCIENCE	FOREIGN LANG-UAGE	MUSIC ART DRAMA	OTHER
	%	%	%	%	%	%
WOULD USE THE MAGAZINE AS A SUPPLEMENT TO THE TEXTBOOK	67	26	62	57	67	59
WOULD USE THE NEWSPAPER AS A SUPPLEMENT TO THE TEXTBOOK	2	26	-	-	-	-
BOTH MAGAZINE AND NEWS-PAPER EQUALLY GOOD	31	43	33	39	-	30
BASE TOTAL NUMBER ANSWERING	45	23	21	23	3	37

TABLE 53

REASONS FOR CHOOSING MAGAZINES OR NEWSPAPERS AS SUPPLEMENTS TO THE TEXTBOOK

	ALL TEACHERS	MAGAZINE USERS	NEWSPAPER USERS
	%		%
NEWSPAPERS...			
ARE MORE CURRENT/TIMELY	2	2	
HAVE A DIFFERENT REPORTING STYLE/ SHORTER ARTICLES	2	-	
HAVE ARTICLES RELATED TO SUBJECT MATTER	1	1	
ARE CONTROVERSIAL, STIMULATE THOUGHT	1	1	
OTHER NEWSPAPER MENTIONS	3	1	
MAGAZINES...			
SUPPLEMENT TEXT, CAN USE FOR RESEARCH	20	25	
ARTCILES HAVE DEPTH, MORE DETAILS	15	18	
SPECIALIZE, HAVE SPECIFIC MATERIALS	15	12	
ARE MORE CURRENT/ UP TO DATE	13	15	
MOTIVATE LEISURE READING	12	11	
HAVE MORE VARIETY, COVER TOPICS OTHER THAN NEWS	11	12	
STIMULATE STUDENTS INTERESTS IN SUBJECTS	7	10	
CAN BE READ BY ALL LEVELS OF STUDENTS	6	6	
EASY TO USE, FLEXIBLE, INDEXED	5	5	
LAST LONGER, ARE STURDIER	5	4	
HAVE SPECIAL EDUCATION FEATURES	5	6	
NEUTRAL COMMENTS...			
BOTH ARE OF VALUE/ADEQUATE SUPPLEMENTARY MATERIAL	19	21	
BOTH ARE CURRENT/TIMELY	15	23	
BOTH STIMULATE THOUGHT, ARE CONTROVERSIAL	13	15	
BOTH STIMULATE INTEREST IN SUBJECT	5	4	
TEXTBOOK IS ADEQUATE MORE APPROPRIATE	4	3	
BASE TOTAL NUMBER ANSWERING	211	142	

APPENDIX B

QUESTIONNAIRE

FORMS A AND B

FORMS A AND B

(6)

INSTRUCTIONAL MATERIAL STUDY

1A. Which of the types of teaching aids or supplements listed below have you had your students use in class on a regular basis during the present school year? "Regular Basis" for a newspaper or magazine means in-class use of all or nearly all issues of this periodical; for other material listed regular use must be an average for the year of at least two times a month.
(FOR EACH USED REGULARLY, CIRCLE THE APPROPRIATE NUMBER UNDER COLUMN A. BELOW.)

1B. Which have been used in class on an occasional basis during the present school year? "Occasional basis" would apply to any material you use less than regularly.
(FOR EACH USED OCCASIONALLY, CIRCLE THE APPROPRIATE NUMBER UNDER COLUMN B.)
(SEE LAST COLUMN FOR EXTRA SHEETS TO COMPLETE.)

1C. Of all those types of teaching aids or supplements which you have circled under Column A or Column B, which single one would you say that you use most frequently -- most often in your classes? (CIRCLE ONE NUMBER UNDER COLUMN C. BELOW.)

Type of Material:	A. Regularly Used (Circle #s below)	B. Occasionally Used: (Circle #s below)	C. Most Often Used: (Circle #s below)	If # Circled Under Column A or B:
	(7)	(8)	(9)	
Newspaper(s)	1	1	1	Complete Yellow Sheet
Magazine(s)	2	2	2	Complete Blue Sheet
Books (supplementary)	3	3	3	Complete Green Sheet
Records/Tapes	4	4	4	Complete Pink Sheet
Filmstrips, slides, Transparencies	5	5	5	No extra Sheet
Movies	6	6	6	No extra Sheet
Television (commercial, educational, closed-circuit)	7	7	7	No extra Sheet
Radio	X	X	X	No extra Sheet
Professional Graphics/ Visuals: (charts, maps, globes, models)	Y	Y	Y	No extra sheet

(BE SURE TO FILL IN THE APPROPRIATE COLORED SHEET(S) BEFORE ANSWERING NEXT QUESTION.)

FORM A

2A. Which material of the types listed below are presently in your classroom(s) or are presently available to be used for your students' in-class use but which you have not used this school year for in-class use? (CIRCLE ALL NUMBERS THAT APPLY UNDER COLUMN A. BELOW.)

2B. For kinds of material not now present or available, which would you most like to have available for your in-class use by students? (WRITE IN #1 IN THE SPACE NEXT TO THIS ITEM UNDER COLUMN B. BELOW.) Which would you like second most to have available? (WRITE IN #2 IN THE SPACE NEXT TO THIS ITEM.) Which would you like third most to have available? (WRITE IN #3 IN THE SPACE NEXT TO THIS ITEM.)

Type of Material:	A. Not Used But Present Or Available: (Circle #s below) (10)	B. Would Like To Have But Not Present Or Available: (Write in 3#s below) (11) (12) (13)
Newspaper(s)	1	
Magazine(s)	2	
Books (supplementary)	3	
Records/Tapes	4	
Filmstrips, slides, transparencies	5	
Movie(s)	6	
Television (commercial, educational, closed circuit)	7	
Radio	X	
Professional Graphic/Visuals (charts, maps, globes, models)	Y	

3A. From what you know and have heard about the different types of teaching aids or supplements intended for your in-class use by your students, which of the statements listed below would you apply to these different teaching media?

As you will see, each statement is first listed preceeded by a number for identification. Next, these numbers are listed for you to circle next to each type of material to which you feel these statements apply. (You may wish to circle the numbers of several "positive" and "negative" statements for a particular type of teaching material if you feel it has "positive" as well as "negative" characteristics.)

(If you feel that the same number applies to more than one type of material, you may circle it in the appropriate spaces as many times as necessary.)

"POSITIVE" STATEMENTS:

1) Would be considered very interesting by most of your students.

2) Information becomes easily understood when presented by this means.

3) Can be easily incorporated by you into your students' in-class work.

"NEGATIVE" STATEMENTS:

4) Would not be considered very interesting by most of your students.

5) Information does not become easily understood when presented by this means.

6) Cannot be easily incorporated by you into your students' in-class work.

(CIRCLE ALL THE NUMBERS THAT APPLY TO EACH TYPE OF MATERIAL BELOW.)

TYPE OF MATERIAL:	"POSITIVE" STATEMENTS:				"NEGATIVE" STATEMENTS:			
(14) NEWSPAPER(S):	1	2	3	4	5	6	7	8
(15) MAGAZINE(S):	1	2	3	4	5	6	7	8
(16) BOOKS (SUPPLEMENTARY):	1	2	3	4	5	6	7	8
(17) RECORDS/TAPES:	1	2	3	4	5	6	7	8
(18) FILMSTRIPS, SLIDES, TRANSPARENCIES:	1	2	3	4	5	6	7	8
(19) MOVIE(S)	1	2	3	4	5	6	7	8
(20) TELEVISION (COMMERCIAL, EDUCATIONAL, CLOSED-CIRCUIT):	1	2	3	4	5	6	7	8
(21) RADIO:	1	2	3	4	5	6	7	8
(22) PROFESSIONAL GRAPHIC/ VISUALS (MAPS, CHARTS, GLOBES, MODELS):	1	2	3	4	5	6	7	8

3B. (IF YOU HAVE CIRCLED #1 FOR ANY TYPE OF MATERIAL IN Q.3A. (THAT TYPE COULD BE REPLACED), ANSWER THIS PART.)

What other type of material -- of those listed -- do you feel could at least as well serve as a replacement for the one(s) which you indicated could be replaced? (IN THE APPROPRIATE BLANK NEXT TO EACH REPLACEABLE ITEM, WRITE IN WHAT ITS REPLACEMENT WOULD BE.)

TYPES OF MATERIAL WHICH COULD BE REPLACED: (Answer only for those you have circled in Q.3A.)	THE ADEQUATE REPLACEMENT COULD BE: (Write in below.)	
NEWSPAPER(S):	_____	(23____)
MAGAZINE(S):	_____	(24____)
BOOKS (SUPPLEMENTARY):	_____	(25____)
RECORDS/TAPES:	_____	(26____)
FILMSTRIPS, SLIDES, TRANSPARENCIES:	_____	(27____)
MOVIE(S):	_____	(28____)
TELEVISION (COMMERCIAL, EDUCATIONAL, CLOSED-CIRCUIT):	_____	(29____)
RADIO:	_____	(30____)
PROFESSIONAL GRAPHICS/VISUALS (MAPS, CHARTS, GLOBES, MODELS):	_____	(31____)

4A. If you were to choose any <u>two</u> of the kinds of teaching aids or supplements listed below <u>for combined use</u> by your students in class, which <u>two</u> would you choose? Think of them for your fairly typical teaching purposes. (CIRCLE THESE <u>TWO</u> NUMBERS UNDER <u>COLUMN A.</u> BELOW.)

4B. Why would you choose these two types of material for combined use? (CIRCLE ALL NUMBERS THAT APPLY UNDER <u>COLUMN B.</u> BELOW.)

<u>Type of Material:</u>	A. Would Use These Two Types: (Circle 2#s below) (32)	B. Your Reasons For Combined Use Of The Two Types Circled In A.: (Circle any #s that apply below.) (33) (34____)
Newspaper(s)	<u>1</u>	<u>1</u> More complete presentation of subject matter.
Magazine(s)	<u>2</u>	<u>2</u> Attention-holding through combined use.
Book(s) (text)	<u>3</u>	<u>3</u> Allows broader involvement by different types of students.
Book(s) (supplementary)	<u>4</u>	<u>4</u> Clear explanation or description follows from combined use.
Records/Tapes	<u>5</u>	<u>5</u> Lesson content would be made more current or relevant to today's world.
Filmstrips, slides, transparencies	<u>6</u>	<u>6</u> Would help students better retain material they have learned.
Movie(s)	<u>7</u>	X Other (SPECIFY)_____(35____)
Television (commercial, educational, closed-circuit)	<u>8</u>	_____ _____
Radio	<u>X</u>	<u>Y</u> Other (SPECIFY)_____(36____)
Professional Graphics/ Visuals (charts, maps, globes, models)	<u>Y</u>	_____ _____

(IF YOU HAVE NOT USED MAGAZINE(S) IN CLASS DURING THE PRESENT SCHOOL YEAR, SKIP TO QUESTION 8.)

5. Is the major magazine which you use in class. (CIRCLE ONE # BELOW.)
(37)

1 Purchased by your department, school, or system for all pupils in your class?
2 Purchased by individual pupils so that all or nearly all pupils in your class have one?
3 Purchased by individual pupils, though not enough for everyone in your class?
4 Other (SPECIFY:) _____

_____ (38____)

6A. How important is it in your teaching to obtain an adequate "teaching guide" for utilizing your magazine(s) in class? (CIRCLE ONE # BELOW.)
(39)

1 VERY IMPORTANT
2 SOMEWHAT IMPORTANT
3 NEITHER IMPORTANT NOR UNIMPORTANT
X SOMEWHAT UNIMPORTANT
Y VERY UNIMPORTANT

6B. How important for your in-class use of magazine(s) is it to have advance notice of the contents of future issues of the magazine(s) you use? (CIRCLE ONE # BELOW.)
(40)

1 VERY IMPORTANT
2 SOMEWHAT IMPORTANT
3 NEITHER IMPORTANT NOR UNIMPORTANT
X SOMEWHAT IMPORTANT NOR UNIMPORTANT
Y VERY UNIMPORTANT

6C. In practical terms, how much advance notice before your receipt of an issue would be necessary for the notice to be effective for your scheduling and planning of magazine use in class? (CIRCLE ONE # BELOW.)
(41)

1 TWO WEEKS OR LESS 2 THREE WEEKS 3 ONE MONTH
4 FIVE WEEKS X SIX WEEKS Y MORE THAN SIX WEEKS

7A. How satisfied are you with the magazine(s) which you have used in class during the present school year? (CIRCLE ONE # BELOW.)
(42)

1 VERY MUCH SATISFIED 2 SOMEWHAT SATISFIED 3 NOT SATISFIED

7B. In your own words, what are the main reasons you feel this way?
(WRITE IN YOUR ANSWER BELOW.) (43____)

_____ (44____)

_____

_____

(EVERYONE SHOULD ANSWER THE FOLLOWING QUESTIONS.)

8. Listed below are features which might be regularly included in an "ideal" magazine intended for your students' use in your classes. These features would be well presented and suitable for your students' level.

A. Please select any of the features listed below which would belong in the issues of your "ideal" magazine of this type -- a magazine which you are constructing from scratch. (FOR ALL FEATURES WHICH WOULD BELONG IN THIS "IDEAL" MAGAZINE, CIRCLE THE NUMBERS UNDER COLUMN A. BELOW.)

B. Which features would not belong in the issues of your "ideal" magazine? (FOR ALL FEATURES WHICH WOULD NOT BELONG, CIRCLE THE NUMBERS UNDER COLUMN B. BELOW.)

Feature Of Magazine:	A. Would Belong In "Ideal" (Circle #s below) (45)	B. Would Not Belong In "Ideal": (Circle #s below) (47)
Calendar of forthcoming events in the nation	1	1
Non-fiction articles, features	2	2
Poetry	3	3
Cartoons	4	4
Book-length story (novel)	5	5
Illustrative pictures, drawings	6	6
Drama (plays or excerpts)	7	7
Letters-to-the-Editor section	8	8
Student follow-up project suggestions	X	X
Student-testing section	Y	Y
	(46)	(48)
Advertisements for students	1	1
Short fiction, stories	2	2
Student self-improvement section (dress, grooming, etiquette, career, etc.)	3	3
Games, puzzles, etc.	X	X
Guide to movies, TV, radio presentations	Y	Y

FORM B

2. (IF YOU CURRENTLY ARE TEACHING THE SAME GRADE LEVEL AND/OR SUBJECT AS LAST YEAR, ANSWER THIS QUESTION. IF NOT, SKIP TO QUESTION 3 OR PROCEED AS INDICATED AT BOTTOM OF QUESTION 2B.)

A. As compared with the school year before this one, how much -- overall -- do you now use each of the following types of material in class? (FOR EACH OF THE NINE TYPES OF MATERIAL LISTED BELOW, PLEASE CIRCLE ONE NUMBER.)

Type of Material	I: Use Much More This Year (Or Have Started Using) — Much More	I: Use Much More This Year (Or Have Started Using) — Started	II: Use About The Same Amount As Last Year	III: Use Much Less This Year (Or Have Stopped Using) — Much Less	III: Use Much Less This Year (Or Have Stopped Using) — Stopped	IV: Did Not Use This Year Or Last
	(10)	(11)	(12)	(13)	(14)	(15)
1) Newspaper(s):	1	1	1	1	1	1
2) Magazine(s):	2	2	2	2	2	2
3) Books (supplementary):	3	3	3	3	3	3
4) Records/Tapes:	4	4	4	4	4	4
5) Filmstrips, slides, transparencies:	5	5	5	5	5	5
6) Movie(s):	6	6	6	6	6	6
7) Television (commercial, educational, closed-circuit):	7	7	7	7	7	7
8) Radio:	X	X	X	X	X	X
9) Professional Graphics/Visuals (charts, maps, globes, models):	Y	Y	Y	Y	Y	Y

2B. (IF YOU USING ANY TYPE OF MATERIAL LISTED ABOVE MUCH LESS (OR HAVE STOPPED USING IT) ANSWER THIS QUESTION.) For each of the types of material which you have indicated that you are using much less or have stopped using, in the appropriate space below please write in your main reasons for this reduced use.

Please state whether you have made use of another type of material in your class which is likely to have resulted in your reduced use of this material, if this applies.

1) REDUCED USE OF NEWSPAPER(S) BECAUSE: _____ (16____)
_____ (17____)
(FIND LESS NEED FOR THIS BECAUSE I AM USING:) _____ (18____)

2) REDUCED USE OF MAGAZINE(S) BECAUSE: _____ (19____)
_____ (20____)
(FIND LESS NEED FOR THIS BECAUSE I AM USING:) _____ (21____)

3) REDUCED USE OF BOOKS (SUPPLEMENTARY) BECAUSE: _____ (22____)
_____
(FIND LESS NEED FOR THIS BECAUSE I AM USING:) _____ (23____)

4) REDUCED USE OF RECORDS/TAPES BECAUSE: _____ (24____)
_____
(FIND LESS NEED FOR THIS BECAUSE I AM USING:) _____ (25____)

5) REDUCED USE OF FILMSTRIPS, SLIDES, TRANSPARENCIES BECAUSE: _____ (26____)
_____
(FIND LESS NEED FOR THIS BECAUSE I AM USING:) _____ (27____)

6) REDUCED USE OF MOVIE(S) BECAUSE: _____ (28____)
_____
(FIND LESS NEED FOR THIS BECAUSE I AM USING:) _____ (29____)

7) REDUCED USE OF TELEVISION (COMMERCIAL, EDUCATIONAL, CLOSED-CIRCUIT) BECAUSE: _____ (30____)
_____
(FIND LESS NEED FOR THIS BECAUSE I AM USING:) _____ (31____)

8) REDUCED USE OF RADIO BECAUSE: _____ (32____)
_____
(FIND LESS NEED FOR THIS BECAUSE I AM USING:) _____ (33____)

9) REDUCED USE OF PROFESSIONAL GRAPHICS/VISUALS (CHARTS, MAPS, GLOBES, MODELS) BECAUSE: _____ (34____)
_____
(FIND LESS NEED FOR THIS BECAUSE I AM USING:) _____ (35____)

(IF YOU HAVE NOT USED MAGAZINE(S) IN CLASS DURING THE PRESENT SCHOOL YEAR, SKIP TO QUESTION 6.)

3A. Is the major magazine which you use in class... (CIRCLE ONE # BELOW.)
(36)

1 Recommended on a school system-wide basis for purchase in your school?
2 Recommended by the principal of your school for your classes' use (no system-wide recommendation)?
3 Recommended by other officials in your school system (other than school principal or system superintendant's office)?
4 Left entirely up to you whether to order it or not (no recommendations or promotion by other school officials)?

3B. In your opinion, who does this magazine adequately "reach"? Your... (CIRCLE ONE # BELOW.)
(37)

1 Less able students?
2 Average students?
3 Above average students?
4 All ability students by-and large?

3C. Which category of your students do you feel particularly benefits from this magazine? Students from... (CIRCLE ONE# BELOW.)
(38)

1 Culturally enriched homes?
2 Culturally average homes?
3 Culturally deprived homes?
4 All of above benefit about equally?

4A. How satisfied are you with the magazine(s) which you have used in class during the present school year? (CIRCLE ONE # BELOW.)
(39)

1 Very satisfied 2 Somewhat satisfied 3 Not satisfied

4B. In your own words, what are the main reasons you feel this way? (WRITE IN YOUR ANSWER BELOW.)

_____ (40____)
_____ (41____)
_____

5. For how many school years have you used magazines in class as part of your teaching program? (CIRCLE ONE # BELOW.)
(42)

1 This is first year
2 Two years
3 Three years
4 Four years
5 Five years
6 Six to 10 years
X Eleven to fifteen years
Y More than fifteen years

6. (IF YOU HAVE USED NEWSPAPER(S) IN CLASS DURING THE PRESENT SCHOOL YEAR, ANSWER THIS QUESTION. OTHERWISE SKIP TO Q.7.)

A. For how many school years have you used newspaper(s) in class? (CIRCLE ONE # BELOW.)
(43)

1	This is first year	5	Five years
2	Two years	6	Six to ten years
3	Three years	X	Eleven to fifteen years
4	Four years	Y	More than fifteen years

6B. Overall, for the main grade level or subject which you teach, have you found that magazine(s) are ... (CIRCLE ONE # BELOW.)
(44)

1 Greatly superior to newspapers?
2 Somewhat superior to newspapers?
3 About the same as newspapers?
X Somewhat inferior to newspapers?
Y Greatly inferior to newspapers?

6C. What are your main reasons for judging the magazines you have used in class this way in comparison to newspapers? (PLEASE WRITE IN YOUR MAIN REASONS IN THE SPACES BELOW.)

COMPARED TO NEWSPAPERS, MAGAZINES ARE:

1) _____ (45____)
_____ (46____)

2) _____
_____

3) _____
_____

(EVERYONE SHOULD ANSWER THE FOLLOWING QUESTIONS.)

7. In what ways do you now or would you use magazines as part of your teaching? (CIRCLE ANY NUMBER(S) THAT APPLY BELOW.)
(47)

1 At-seat work by individual students
2 Homework assignments
3 Basis for class project
4 To obtain display material (pages of magazine)
5 Student free-time activity
6 To encourage student reading (in or outside class)
7 Student-testing in class (using magazine tests)
8 As basis for class discussion
9 Certain magazine material cut out by students for subject file, reference
X Other (SPECIFY): _____ (48____)
Y Other (SPECIFY): _____ (49____)

8. Listed below are a variety of reasons for <u>using a magazine over other types of teaching aids or supplements</u> intended for in-class use by students. What to you is the <u>most important</u> reason to use a magazine? (WRITE IN #1 IN THE SPACE IN FRONT OF THIS REASON.) What is the <u>second most important</u> reason? (WRITE IN #2 IN THE SPACE IN FRONT OF THIS REASON.) What is the <u>third most important</u> reason? (WRITE IN #3 IN THE SPACE IN FRONT OF THIS REASON.)

(WRITE IN 3 #s BELOW:)

(50_____)
(51_____)
(52_____)

_____ Magazine articles update the curriculum or text content.

_____ Magazine provides coverage of subjects which are not dealt with elsewhere in your usual teaching materials.

_____ The manner of presentation in the magazine makes its contents readily understood by students.

_____ Magazine contains provocative and stimulating subjects to get students talking and thinking.

_____ The magazine organization and content allows it to be flexibly used in class depending upon the amount of time which becomes available.

_____ Magazine articles deal with subjects not in your standard text but in the curriculum.

_____ Magazine is accompanied by a teaching guide which allows the teacher to integrate its material easily and well into the classwork.

_____ Students identify and become personally involved with the contents of the magazine.

_____ Magazine provides in-depth or more elaborate coverage of subjects treated relatively superficially in your standard curriculum or text.

_____ Magazine contains features such as student-testing sections which help you to evaluate your students.

_____ Magazine helps to generate student interest in standard teaching content.

9A. Has the content and/or organization of your teaching been affected by <u>reorganized curriculum</u> and/or the <u>introduction of "modular" or "flexible" scheduling</u> arrangements in your school this year or last? (CIRCLE <u>ONE</u> # BELOW.)
(53)

<u>1</u> Yes <u>2</u> No (IF "NO" SKIP TO QUESTION 10.)

9B. (IF "YES"): Did this affect how often you could make use of various supplementary teaching aids? (CIRCLE <u>ONE</u> # BELOW.)
(54)

<u>1</u> Yes <u>2</u> No (IF "NO" SKIP TO QUESTION 10.)

9C. (IF "YES" TO Q.9B.): Which types of teaching material did you find yourself using either more often or less often following the reorganization? (FOR EACH TYPE OF TEACHING MATERIAL AFFECTED, CIRCLE ONE # BELOW UNDER THE "USED LESS" OR "USED MORE" COLUMNS.)

	USED LESS OR STOPPED USING:		USED MORE OR STARTED USING:	
	Used Less: (55)	Stopped: (56)	Used More: (57)	Started: (58)
Newspaper(s):	1	1	1	1
Magazine(s):	2	2	2	2
Books (supplementary):	3	3	3	3
Records/Tapes:	4	4	4	4
Filmstrips, slides, transparencies:	5	5	5	5
Movie(s):	6	6	6	6
Television (Commercial, educational, closed-circuit):	7	7	7	7
Radio:	X	X	X	X
Professional Graphics/Visuals (Maps, charts, globes, models):	Y	Y	Y	Y

10A. Do you basically gear your teaching to a textbook? (CIRCLE ONE # BELOW.) (59)

1 Yes 2 No (IF "NO" SKIP TO QUESTION 11.)

10B. (IF "YES"): If you had a choice of using either a newspaper or magazine of your choosing as a supplement to this textbook, which would you choose? (CIRCLE ONE # BELOW.) (60)

1 Newspaper 2 Magazine 3 Both magazine and newspaper equally good for this purpose.

10C. (IF "YES" IN 10A.): What are your main reasons for feeling this way about newspapers or magazines? (WRITE IN YOUR REASONS BELOW.)

_____ (61____)

_____ (62____)

_____

_____

FORMS A AND B

11. Do you believe that....
A. (CIRCLE ONE # BELOW THAT MOST CLOSELY REPRESENTS YOUR ATTITUDE.)
(63)

1 It is important to set and require relatively high standards of student achievement in the subjects or content taught?

2 Academic achievement is relatively unimportant as compared with other objectives?

11B. (CIRCLE ONE # BELOW THAT MOST CLOSELY REPRESENTS YOUR ATTITUDE.)
(64)

1 Your teaching program should be scheduled by you in standard allotments of time?

2 This program should be flexibly scheduled based upon your pupils' interests and abilities?

11C. (CIRCLE ONE # BELOW THAT MOST CLOSELY REPRESENTS YOUR ATTITUDE.)
(65)

1 The planning of the content of classwork should be guided largely by pupils in the class?

2 This planning should be largely your responsibility?

12A. What is the approximate total number of pupils in your school? (CIRCLE ONE # BELOW.)
(66)

1 Under 50	7 500 to 599	(67)	
2 50 to 99	8 600 to 699	1	1500 to 1999
3 100 to 199	9 700 to 799	X	2000 to 2499
4 200 to 299	0 800 to 999	Y	2500 or more
5 300 to 399	X 1000 to 1249		
6 400 to 499	Y 1250 to 1499		

12B. Is your school.... (CIRCLE ONE # BELOW.)
(68)

1 A public school? 2 A private (secular-religious) school?

12C. Is it... (CIRCLE ONE # BELOW.)
(69)

1 Co-educational? 2 All boys? 3 All girls?

12D. Is this school.... (CIRCLE ONE # BELOW.)
(70)

1 Elementary school (grades K thru 6)	4 Elementary plus Junior High School
2 Elementary school (grades K thru 8)	X High School
3 Junior High School alone	Y Other (SPECIFY):_____(71____)

_____

12E. (IF YOU TEACH IN A SECONDARY LEVEL SCHOOL): Is your school....(CIRCLE ONE # BELOW.)
(72)

1 An academic secondary school
2 A technical secondary school
3 A vocational secondary school
4 A technical-vocational secondary school

12F. Is your school.... (CIRCLE ONE # BELOW.)
(73)

1 An urban school (located in incorporated limits of a central city)?
2 A suburban school?

12G. What grade level and/or subject(s) do you teach? (WRITE IN BELOW.)

GRADE LEVEL: _____ (74____)

SUBJECT(S): _____ (75____)

12H. How many years have you been teaching in total? (CIRCLE ONE # BELOW.)
(76)

1 First year
2 Two to five years
3 Six to ten years
4 Eleven to fifteen years
X Sixteen to twenty years
Y More than 20 years

12I. What is your approximate age? (CIRCLE ONE # BELOW.)
(77)

1 Under 20 years old
2 Twenty to 29 years old
3 Thirty to 39 years old
4 Forty to forty nine years old
X Fifty to fifty nine years old
Y Sixty years or older

12J. What is your sex? (CIRCLE ONE # BELOW.)
(78)

1 Male
2 Female

12K. Do you now have a regular teaching certificate (accreditation)? (CIRCLE ONE # BELOW.)
(79)

1 Yes
2 No

THANK YOU VERY MUCH FOR YOUR COOPERATION. YOUR FULLY COMPLETED QUESTIONNAIRE IS VERY IMPORTANT FOR THIS INNOVATIVE STUDY.

PLEASE RETURN IT FOR PROMPT PICK-UP AS HAS BEEN ARRANGED.